THE JOURNAL OF EDUCATION

Volume 128 DECEMBER, 1945 Number 9

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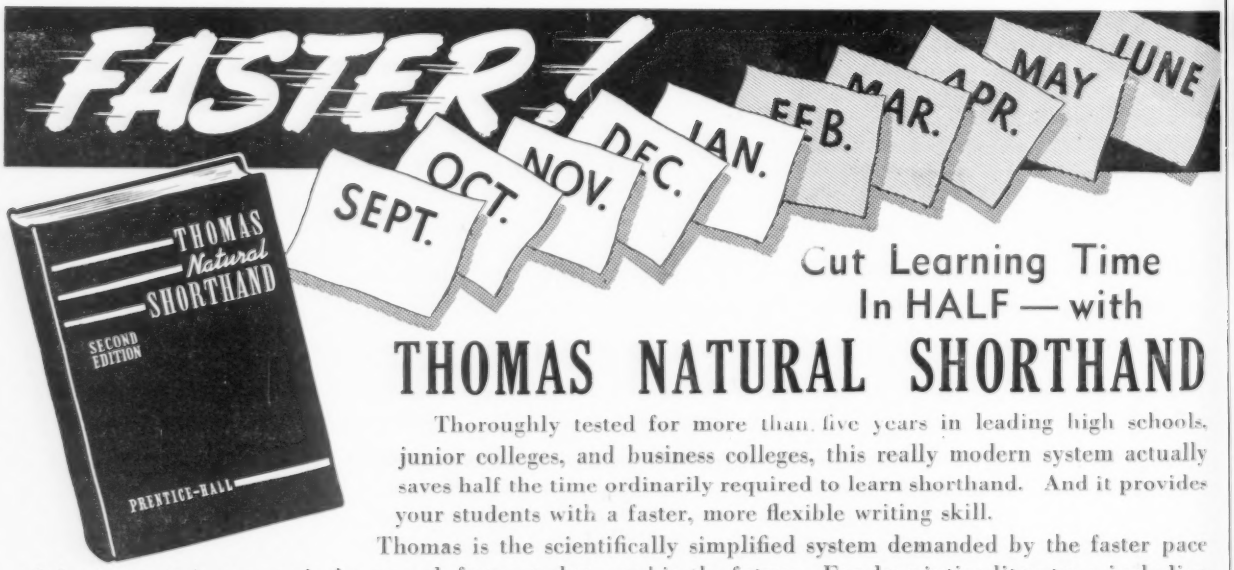

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MESSAGES
TO AMERICAN
SCHOOL TEACHERS
No. 11

From the Eagle's Nest

GEORGE GREY BARNARD, the American sculptor, used always to speak of the fertile prairies and river-lands of the Middle West as "the eagle's nest of our democracy." There Abraham Lincoln was born and raised, and there became the great champion of the kind of freedom that has brought us to world leadership.

He knew the value of education because he was denied its advantages. All told he figured that between his eighth and fifteenth birthdays he had twelve months of schooling, and that primitive. And he, as few others, knew the value of reading, for his thoughtful perusal of a few good books laid the foundation for his supreme service in saving our form of government.

"One of the first, and certainly one of the most important duties of every school teacher today is the planting of Lincoln's sort of Americanism in the hearts and minds of our youth," says Dr. Vernon L. Nickell, State Superintendent of Public Instruction in Illinois, adopted state of the Great Emancipator. "As guides to the understanding and appreciation of his concept of government of, by and for the people, our teachers—whether in one-room or high schools and colleges—carry a responsibility second to none. Now, in the confusion of war's aftermath, they must sense as never before the need for their leadership in classroom development of good citizenship.

"I feel that the School Edition of The Reader's Digest should be classed among the valuable mediums for aiding this vital task allotted them. It is, in effect, a bridge between textbook information and the actual working-out of our principles and ideals in everyday life. It presents so many phases of our republican form of government in action, and so clearly sets forth the soundest of our social and political ideals that it helps to prepare our youth not only for support of these, but for protecting them against the efforts of subversive groups to take advantage of inevitable postwar confusion."

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as we go to press . . .

Retail stores are once more warning us how few shopping days remain before Christmas. Uncle Sam is urging all of us to buy Victory Bonds. Our victorious soldiers and sailors are coming home to fight for jobs. We scan the headlines each morning to see where new strikes are cropping up. Trials of Nazi bigwigs are going on in Nuremberg. Americans are remembering Pearl Harbor in a different sense, as hearings continue in Washington. The Japanese are learning how much less than nothing Pearl Harbor got them after all.

▼

Whatever has become of those postwar plans? Why don't we all settle down and behave ourselves? We had a lot to be thankful for at Thanksgiving. Our Christmas trees will bear more fruit than ever before. Why aren't we satisfied? The answer is postwar nerves. We've been let down so suddenly that we go all to pieces.

▼

Don't put all the blame on the young folks if they seem restless and bewildered. This is one of those transition periods. The tumult of Niagara Falls is by no means ended when the water has made its downward plunge. It goes rushing and swirling through the gorge before emerging into peaceful Lake Ontario. It takes both faith and patience to be tossed through boiling rapids without abandoning the struggle.

But enough of this. This is our final issue of the year, winding up with an *Index* of what your JOURNAL has been pleased to bring you in the volume now closing.

▼

There has been increased appreciation of the JOURNAL this year. We have been privileged to choose material of even higher quality and usefulness than heretofore. There has been better support from readers and advertisers alike. Not for a long time has this magazine had so good a year on all counts. We shall enter 1946 with renewed ambition to be of service—in a not unpleasant way.

▼

Wishing you the season's best, we say, "Go ahead and read the magazine! We didn't mean to hinder you."

TEXTBOOKS IN REVIEW

New Applied Mathematics

Like first robins in the Spring are the texts in mathematics that have dropped their war-time practicality. For instance, this *New Applied Mathematics*. It seems meant to fit into some high school year, and to be aimed at pupils in a general course. It covers a sizeable latitude, including a review of arithmetic and parts of geometry and algebra. The geometry is intuitional rather than deductive, but it goes into three dimensions to some extent, supplying formulas for the areas of cylinders, cones and pyramids, and volumes of the same. There are chapters on machines and the common transactions of finance, such as insurance, taxes, check accounts, and the rudiments of budgeting and bookkeeping. A surprising variety of topics are taken up, always with an eye to their usefulness in everyday life. The emphasis is on training in essential skills. Difficult or technical words are explained in a glossary. The mathematics of home and trade and factory has been assembled here, with careful grading, obvious motivation, and plenty of drill. But theory is out of the window, and you can see how little the traditional order has been followed by noting that equation solving and signed numbers come almost at the end of the book. It is applied mathematics, sure enough, and much of even the oldest of sciences looks new.

THE NEW APPLIED MATHEMATICS, by Sidney J. Lasky and Myrtle F. Kidd. Prentice-Hall, Inc., New York.

Now and Then Stories

Eight-and nine-year-olds are invited to read about life in America—life as it is in city and country today, and as it was among redskins and colonists three centuries ago—in a volume called *Now and Then Stories*. There is a unit on Schools, another on Homes, a third on Clothing, and others on Transportation (which isn't called that), and on Food; plus a final unit that ties the loose threads all together. A typical unit consists of a story about Bill, the city lad, Betty, the country miss, Red Bird, the Indian, and Hope, the child of early English immigrants. The language and style are kept scrupulously within bounds. The last feature of each unit is a picture story that shows contrasting details of then and now or there and here.

Touches of bright color give the whole affair a cheerful look. Children can take their learning mixed with pleasure nowadays.

NOW AND THEN STORIES, by M. M. Ames and Odelle Ousley. Webster Publishing Company, St. Louis. $1.

English Five

Splashy covers, bright pictures and catchy unit heads do not guarantee a satisfactory text, but neither do they indicate the contrary. *English Five* has external attractiveness and internal merit as well. It is composed of ten units, each providing a center of attention to be mastered. Typical unit headings are: "Did You Hear?" "Paragraphs with Polish and Punch" and "You Can Find It If—."

Explanations are brief but explicit, and the tasks assigned seem worthwhile and interesting. A working knowledge of English grammar is released in good order, unit after unit, and is brought together for review in a final chapter.

ENGLISH FIVE, by Stoddard, Bailey and Laws. American Book Company, New York. $1.36.

Demonstrations and Laboratory Experiences In Aeronautics

One of the many by-products of the war that should prove valuable in peace, is a printed manual with 1945 copyright, identified as *Demonstrations and Laboratory Experiences in Aeronautics*. It grew out of a demand expressed at a conference of aviation instructors for a textbook that would offer a laboratory approach to the teaching of aerodynamics, meteorology, navigation, airplane power systems, communications and the rules of the skyroad. The group of writers who prepared the manual display great ingenuity in devising simple apparatus, easily made from available materials that cost almost nothing. The book is unlike any other we have seen in this field, and in the hands of teachers or students ought to help in clarifying many basic principles employed in flying. Happily the book is not in the least outdated by the ending of the war. Virtually everything between its covers applies to civilian aeronautics, and this, we hear, is going to be quite important in the year ahead.

DEMONSTRATIONS AND LABORATORY EXPERIENCES IN AERONAUTICS. McGraw-Hill, New York. $2.00.

Radio and the School

What are the advantages possessed by radio in education? How can the schools enlist radio as an adjunct in their work? These are timely questions. Both are considered in *Radio and the Schools* a new book of composite authorship, resulting from research by a committee on evaluation of radio in education. The committee's investigation, conducted at Ohio University, covered various studies already made regarding the relative value of radio and the customary classroom instruction by a teacher in person. However, nothing very conclusive seems to have come from either the group experiments or the opinionnaires of teachers. The big thing is that radio exists, that it offers fresh means of imparting information and awakening thought. Hence it should be seized upon to supplement the teacher's more routine efforts. The greater portion of the book gives detailed suggestions on getting the best out of radio, whether from non-commercial or from commercial programs, from broadcasts by the pupils themselves, or from playing transcriptions—a practice having special feasibility. Attention is also paid to the matter of teaching children to discriminate in their choosing of radio programs in out-of-school hours. The volume is packed with material dealing specifically with the problems inherent in its title.

RADIO AND THE SCHOOL, Woelfel, Tyler and Others. World Book Company, Yonkers-on-Hudson.

About the Round Table

One thinks of the King Arthur legend as belonging to the literary treasure house of English speaking peoples. But it is equally a part of the universal heritage of pictorial art. Yet it had remained for the Metropolitan Museum of Art in this year 1946 to foster and produce a brochure containing the pictured story as drawn by many hands in several centuries, and a textual accompaniment far better than the average for books of art. The author of the text is Margaret R. Scherer, and the profusely illustrated affair is called *About the Round Table.* From it one may learn the gist of what is known about the historic Arthur, king or chieftain of the Britains in their attempts to repel the Angles and Saxons: Arthur the half Romanized Britain whose brave deeds and final disappearance gave rise to endless tales of romance, chivalry and high endeavor. Such legends as those of Lancelot and Guenevere, Tristan and Iseult, and the Holy Grail are traced through narrative and picture in individual chapters. Here is fresh enrichment for students of Tennyson's Idylls and lovers of Arthurian lore—enrichment never before available in a single convenient and inexpensive volume.

ABOUT THE ROUND TABLE, Margaret R. Scherer. Metropolitan Museum of Art, New York. $2.

Peacetime Conscription

Shall we, shan't we have compulsory military training in time of peace? The arguments are many and varied. Public personages have gone on record with quite decided opinions. Fifteen statements in favor of the compulsory idea and fifteen in opposition make up the major portion of the book, *Peacetime Conscription.* There is an introductory chapter, reviewing the history of military preparedness and propounding the principal points advanced by each side. At the end of the volume is a bibliography. The compilation is valuable to debaters and for the citizen wishing to form his own conclusions on an issue which must soon be met by this nation's policy makers and lawgivers.

It would be difficult to think of any viewpoints that are not included in this little "scrap" book.

PEACETIME CONSCRIPTION, compiled by Julia E. Johnsen. H. W. Wilson Company, New York. $1.25.

The Newspaper

Prominent staff members of the New York Times gave a series of talks to selected personnel of the city's public schools—talks now gathered into an illuminating volume called *The Newspaper.* Many teachers throughout the country will appreciate the opportunity to listen in on these addresses, aimed at disclosing exactly the things they want to know about the organization, functioning and underlying principles of the daily press as typified by one of America's foremost examples. How the news is gathered, sorted, edited and presented; how the Sunday paper differs from the daily in composition and objective; what the duties of the editorial specialist are; what the publisher believes his paper should accomplish—these and many other questions are answered by people who are big names as well as authorities: Edwin L. James, Turner Catledge, Hanson Baldwin, Arthur Sulzberger. There is an abundance of anecdote and no monotony in the chapters that once were speeches. The whole affair was, of course, potent advertising for the Times, but a vastly larger purpose was served, particularly when some two hundred takers of the course met in workshop groups afterward and discussed extensively the utilization of daily papers by the schools. Not the least valuable feature of the book is its final chapter, summing up the reports of these workshops. The newspaper is seen to be the most prolific source of background material one can imagine. All the reports seemed to agree that newspapers have an important place in every classroom; that pupils should be taught discrimination in their choice of papers; and that a well developed curiosity about what goes on in the world marks the beginning of wholesale civic character.

THE NEWSPAPER, ITS MAKING AND MEANING, by members of the *New York Times* Staff. Charles Scribner's Sons, New York. $2.

Ten Million Short On Textbook Orders

If the books ordered for some of your classes have arrived tardily or not at all, you probably know the reason or at least part of it. But here is the full explanation, as the JOURNAL gets it from several of the publishers.

Government restrictions on paper and other book materials are almost off. The producers of these materials, on the other hand, face increasing demands from sources less active during the war, and this means that paper and ink and the items required in binding are about as scarce as heretofore.

Printers and binders alike are still unable to procure the help they need to fill publishers' orders promptly.

Presses and other equipment are badly worn and need replacement in many shops. No one knows how long this will take.

An estimated 10,000,000 school texts are on order and cannot yet be furnished to the waiting schools and students.

Publishers are so fully occupied with trying to maintain and meet the demand for texts already in use, that they can at present bring out very few new titles. This tends to one good result; namely, more time for careful planning and editing of the projected texts. When they do come out, they will be that much better.

The over-all textbook situation is not improved by the fact that high school enrolments are increasing to some extent and college registrations are scheduled for a boom.

The consensus appears to be that a year or two will elapse before the textbook industry can be in position to turn out the full stock of tools required to meet the changed demands of peacetime curricula.

Meanwhile, the publishers are unanimous in their appreciation of the patience and understanding shown by school officers and teachers. One publisher volunteers the statement that not one case has come to his attention of any individual or school asking to be served out of turn.

Editorials

Termites and Wooden Heads

An owner of real estate who had learned much more than he wished to know about termites, was asked how one discovers them in a house. He replied: "When the piano falls through into the cellar."

That was precisely the way we Americans and a long list of other peoples discovered the moral ravages that had taken place in Axis countries; the desperate nature of the plot against human freedom and decency; and the under-cover workings of Axis propaganda here at home.

We could have heard the boring noises but we did not listen.

Will the same density of wit occur again?

Termites have already infested many wooden heads among our occupation forces—in Germany especially, where our men are fraternizing with the still arrogant and unrepentent natives, retaining Nazis in authority, and hesitating whether to let Germany rebuild its heavy industries—a hideous war potential—or to put down that threat and keep it down.

When certain nations have deliberately gone out to smash all civilized rules for their own aggrandizement, and have been stopped by superior determination and armed might, the victors have both the right and the responsibility to guard against any possible mending of that known power. When you have disarmed a gang of bandits, you don't just punish a few ringleaders and hand back guns to the rest of them.

Not, that is to say, unless your upper story has become a banquet hall for termites.

Averages Tell So Little

Averages are a delusion and a snare. Statistics might show that the average enlisted man in the recent war received only minor scratches, but this would be no comfort to the family whose fighting representative was blown to bits or left a lifelong cripple.

William may be given an average of 66 in some subject and allowed to pass, though occasional high marks showing good ability have been offset by low marks strongly suggesting laziness. John's average, on the other hand, may be no more than William's, yet may stand for consistent, steady effort to the limit of John's ability. In this case, John deserves to pass and William presumably does not.

Take the matter of the teaching load. This may average five classes a day for teachers in a given high school. But if some have four small classes and others have six large classes, the average means very little.

Again we hear about average salaries. What really counts is the way those averages have been composed. If a multitude of inordinately low salaries in rural districts have been counter-balanced by the vastly higher salaries paid to hundreds of school workers in densely populated cities, the averages fail to reveal anything of significance.

The average school building in the United States may have four and a fraction teachers. But we get a clearer picture when we visualize upwards of a hundred thousand schools having only one teacher each, and the remaining 115,000 school buildings having anywhere from two teachers to five hundred. Of the 220,000 schools in the United States, there are, it seems, some 165,000 having fewer than four teachers.

Westward Ho!

In quite a literal sense, the largest blind spot in American education consists of Asia and the Pacific. These vast regions occupy only a few pages at most in the average world history or geography textbook. Our colleges and universities and schools of education are exceptional if they offer courses on the Far East or any of the ultra-Pacific countries that possessed a civilization hundreds and thousands of years before anything of the sort arose in Western Europe.

The war has taught us that we have a stake in the affairs of Asia; that Asia can greatly help or harm the United States; and that our people need to understand what goes on in Oriental minds and nations, if America is to deal wisely with those not-so-distant neighbors.

During the war, our government set up programs of intensive training for men who were to be sent out into special areas—training in languages, customs, history and geography. Manuals were prepared and printed for distribution among our service men going out to foreign places. Those emergency measures should form the nucleus for more thorough and wide-

spread study of India, China, Japan, Southeast Asia, the Dutch possessions, the Philippines and other Pacific island groups than has yet existed in our colleges and lower schools. As a people we are too Atlantic minded. Let's extend our outlook westward.

The Overworked Teacher

Not all teachers are overworked. But there can be no question that some are—and their number may be far greater than any one knows or supposes. In this magazine of last December appeared an article, "A College Instructor Looks at the High Schools," in which it was claimed that the teaching load in the average high school is much too heavy.

A reader has recently shown us a letter from a teacher in one of the smaller cities of California. The letter reviews, in no complaining tone but rather in a victorious and amused state of mind, a situation that developed last April, when the writer of the letter was required to teach her mathematics classes each day while writing a graduation play, giving and correcting diagnostic tests of her own classes and those of two other teachers; arranging an exhibit and writing another play for visiting day, and—because the teacher she roomed with had broken down under similar pressure—to care for her sick friend during the same period. She feared to stay out of school because the board of education had ruled that if a teacher stayed out for any thing but his own personal illness, he would lose his job!

No doubt all this is exceptional—the case of a teacher who accepts responsibilities beyond her strength, or of an administration unusually callous in its demands, or both, with accidental circumstances added. But to shrug the mtter off with that explanation without making sure that similar abuses are not occuring in one's own bailiwick, is to miss the point completely. Teachers can be and often are expected to do much more within a specific week or day or term than ought in the name of humanity to be asked of any one.

Not How We Receive But How We Leave Them

Have your pupils seemed different—or perchance indifferent—lately? An authority on child accounting declares that there is a noticeable deficiency even among the children in the very lowest grades. Many of these are in poor physical health for want of proper food and sufficient sleep. Many show the effects of too little restraint. Parental care has evidently been lacking. The war can of course be blamed for part of the neglect. But there are instances aplenty in which the war is only a lame excuse—mothers no longer working at defense jobs, yet continuing to give their young children the brushoff in order to attend movies or bridge parties.

While all this increases the burden upon the school that "other mother" of the boys and girls, it does no good to blame the home unless the home is made conscious of its shortcomings and more inclined to bear its responsibilities fairly.

In other words, all that any of us can do is to do our own job as well as we are able. If every one would do that we could have a wonderfully fine America and one to be exceedingly proud of, in peace as well as in war, in reconversion as well as in the brief hour of victory.

Not every one, to be sure, will work at his own job thus faithfully. But all who do may know that they are rendering patriotic service.

"Two to Five Years"

Undeniably the secret of the atomic bomb is the most embarrassing possession ever held by any nation in the whole course of human history. To pretend to know whether this secret should be shared or jealously guarded is to pretend to know the future. Men in high places make their decisions, and history judges those decisions by what comes after. Thus history honors those who made shrewd guesses, and dismisses with condemnation those whose guesses were mistaken. In general, the moral decision—the one most in line with the tendency of mankind to advance in character and conduct, marks the true statesman.

Yet there are exceptions. Pacifists hold a position that is morally correct. Events of the past few years showed that pacifism was still inexpedient.

Scientists tell us that the United States could not monopolize the atomic bomb for more than the next two to five years. Then some other nation, provided it has the resources, the necessary industrial power and wealth, will be as able to produce the bomb as we are.

It looks, then, as if we and the other principal nations have only a few years to make up our minds between military rivalry and a working mechanism of peace.

Perhaps the world has grown mature enough to form those decisions and take those actions that will not result in civilization's suicide. We certainly hope this is the case.

When the United Nations Organization gets on its feet, we should have an effective authority to which the atom as a weapon can be safely entrusted. It is a weapon that belongs ultimately in the hands of an international police and nowhere else.

Clearly the atomic age has come before the world is ready. Never was so much catching up, in morals and in practical wisdom, demanded in so great a hurry.

XUM

WHAT'S WRONG WITH ENGLISH TEACHING?

SALLY WINFREY
Rider College
Trenton, New Jersey

MRS. UNGER is justly disturbed because her daughter Marilyn has failed freshman college English. A disappointment like this, she feels, would not have happened if the school had done well the job for which the public paid high taxes.

A captain commanding a naval station asks for materials with which to show his men how to write clear, forceful sentences. "I am a busy man," he complains. "I cannot revise every report leaving this base. What is wrong with English teachers? Most of my men are unable to write even a short paragraph so that I am sure of their meaning. Nor do they understand simple, direct language. Are school superintendents entirely blind to what is happening? Why do they employ weak teachers?

An Ohio insurance executive growls because he is unable to find a stenographer who can spell. "In twelve years a school should teach a normally intelligent girl to write a short business letter correctly," he contends.

As a matter of fact, high school teachers are conscious of their own failures and existing weaknesses in their students.

But, they ask, is the instructor alone to blame because many high school graduates cannot compose pointed paragraphs made up of correctly spelled, vivid sentences? Will the ghosts of Wordsworth and Thomas Hardy haunt her because their volumes are quickly shelved in the darkest, dustiest corner of the cabinet? Are the superintendent and school board as guilty as she of the crimes committed in the name of English teaching? Will not parents who close their eyes to many doubtful school procedures be considered at least partially responsible?

Superintendents put the blame for rankly anemic teaching of English in modern high schools on poor salaries, lack of adequate retirement provision, and the war.

"My troubles are due to disloyal teachers who enter industry without regard to contracts," claims a Delaware superintendent. "I must hire weaklings unwilling or unable to face competition in a business world. But I cannot blame a teacher for leaving a $1,500 job for a $2,000 one in industry. The difference in salary is even more discouraging when one realizes that a teacher often spends her savings in tedious education courses in the summer. A factory worker, on the other hand, may use hers to find a mountain to climb or a beach on which to lie. Alert, intelligent men and women will naturally quit teaching."

Poor salaries are, as he declares, the most obvious reason for the present dearth of good English instructors. However, certain behind-the-scenes practices explain to teachers, particularly those in small towns, why they so often fail to accomplish their tasks.

First, teachers consider themselves unusually fortunate if their classes meet on an average four out of the scheduled five periods a week. Unexpected assemblies, play practices, conferences, or ball games interrupt carefully made plans.

Frequently music teachers take all or most of a group for operetta or glee club practice. Seniors in a highly rated high school missed eight consecutive English periods to rehearse for a concert. When they did return to their scheduled class, thoughtfully awakened interest in word study was dead.

"Our music teacher has a heavy load; we must consider her wishes," explained the superintendant. "Anyway, students can always make up their English."

Maybe they can, but the Marilyns of modern high schools do not. Students are human; they are as eager to avoid work as adults.

Furthermore, a teacher worth employing brings color and life to dull subject matter. Interest would not often be awakened without her stimulation. Many students never understand what they missed.

"I never did know how to use participles and gerunds," grumbles Paul. Facing Annapolis entrance examinations, he is naturally worried. "I was playing basketball when Miss Graham explained and I never bothered to learn what they are."

Conscientious Miss Graham regretfully recalls the occasion on which she complained about interrupted classes to the school superintendent.

"If you are not alert enough to arrange your schedule advantageously," she was told, "find another position. Basketball is important."

When Miss Graham did not receive a raise that year, she remembered that basketball was a hobby of the ruling force of the school.

"Mr. Moon's writing his dissertation on the influence of movies in the school. Arguing that students sleep through industrial films and would be better off in class would cost me a raise. I'll just teach what I can," Miss Peabody shrugs.

Is Miss Peabody to be blamed because her interest as well as that of her students has been killed by their frequent absences? Should she fight for uninterrupted classes against the often expressed wishes of her employer?

The superintendent's attitude is perhaps comprehensible. His reputation as an executive depends on that of the school. A school in turn wins fame by excelling in sports, by outstanding extra-curricular activities, or by testing some new theory in education.

But why do intelligent parents not object to frequent breaks in their offsprings' schedules? Apparently serenely satisfied, they make no complaints until their children fail to pass business or college tests.

A second reason for the dismal dreariness of many English classes is that many teachers become mere drudges. This applies particularly to women, for men somehow maintain a better balance in the face of a heavy schedule. Battling burdensome teaching loads, women, however, find that their dispositions rapidly become warped and soured.

Consider the job of Marilyn Unger's high school English instructor, which is like that of thousands of small town teachers. Mrs. Unger declares often that Miss Dix makes a good salary for such short hours. Other people would be delighted to take less for doing so little.

When dismissal bell rings at 3:45, some teachers, indeed, are able to rush from the building almost before their students. But Miss Dix considers a day which ends before six one to celebrate.

Miss Dix teaches in 6 periods a day approximately 200 students. Each of these has a right to expect assistance in selecting books and guidance in the art of oral and written expression. The teacher feels that she might give this help if this were all her employer expected of her. However, Miss Dix sponsors two publications, a biweekly newspaper and a year book. Sometimes hours are spent arousing her staffs from their comfortable sluggish state or in coaxing the printer to carry out plans. More often she must soothe the sensitive feelings of another teacher, the activities of whose club have been carelessly omitted in the last edition of the paper. In addition Miss Dix coaches public speaking and debating, directs the senior play and assembly programs, and supervises ordering library books.

Certainly her employer is aware that Miss Dix is overworked and tired. But he comforts himself with the thought that Miss Dix teaches English and therefore loves dramatics and getting out a paper. "Our plays and our publications," he contends, "advertise our school. Overburdening a teacher is bad, but everyone has too much to do. Parents enjoy plays too. They'd think we were doing nothing at this school if we didn't entertain them now and then. Now if Miss Dix would start a dramatic club--"

Miss Dix is like thousands of English teachers in the United States. Unless they are persons of extraordinary vitality and good health, these women become crosser and more intolerant every day.

In their struggles to accomplish too much, they lose contact with their students. As an instructor's personality is reduced to the vividness of a wornout brown calico apron, her ability to create interest wanes.

Parents are, as a whole, unconscious of, and unconcerned about the Miss Dixes of the school system. If they think of them at all, the fathers and mothers probably feel that the teaching load is the result of the inefficiency to be expected in a school system.

The major reason for inferior instruction in the United States is that superintendents select their English teachers in a random fashion. Theoretically, schools are run in the interest of better training for students.

That idea would seem to presuppose that superintendents would want widely read teachers with excellent records in English courses, attractive personalities, and good recommendations. School heads, however, are influenced by no such motives in their search for English instructors.

"Now we need a chemistry teacher; Miss Kenny is reputed to be very good in that field," the principal thinks. "I'll hire her for that and let her take a couple of English classes. Our shop man can have one or two also. After all, anyone can teach English."

Certain cities supposedly make their teaching appointments on the basis of competitive oral and written examinations designed to test the applicant's personality and knowledge of subject matter and methods. Today, however, an ex-Wac or Wave is sometimes preferred to those making far higher ratings in examinations and offering excellent recommendations. "Former members of these groups are entitled to the best available positions. Others may surpass them on the basis of examinations, but anyone can do a good job with English," assert authorities.

Patriotic servants of a country in war time are undoubtedly due every consideration. But are the schools run for the purpose of finding jobs for adults or of giving the best possible instruction to children?

No superintendent would rashly aver that anyone can teach chemistry or geometry. Nor would he insist that a capable English instructor would be equally efficient cient in shop classes.

Compelling a home economics or agriculture specialist to deal with problems of expression and appreciation of literature is as serious a mistake. Taught by people who admittedly hate to read

and write, an English class may well become a murky swamp with thick, tangling weeds blocking a vision of clean, clear beauty.

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If Shakespeare has always been as interesting to the teacher as watching cabbages rotting in the sun, can she show the pity of Lady Macbeth's love for her husband?

Many a student has complained with reason that his teacher has been compelled to rely on an answer book in teaching grammar. "If she has gotten by without knowing the stuff," he reasons, "why should I worry about it?" How strong will his grammar crutch be when he needs to make a choice?

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Equally important are techniques of imparting information and of drawing ideas out of others.

To encourage an Andrew Yoder, inarticulate son of Czech parents, to describe his delight in the smell of freshly plowed earth after a summer shower is difficult. An entirely different method is needed from that useful in showing him that the square of the hypotenuse of a right triangle is equal to the sum of the square of the legs.

English teachers will frankly admit that parents have just cause to complain about what their children fail to learn. They do deny, however, that they alone are culpable. Overburdened and forced to teach what they dislike, they do the best they can with the time allowed them.

School superintendents, aware of the situation, could lighten their teaching load and make an effort to obtain instructors trained to teach English. However, heads of schools prefer to let matters rest.

Interested parents, teachers claim, could compel superintendents to avoid these mistakes; but parents enjoy complaining, not acting.

A THEORY OF THE SOCIAL STUDIES

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IN TREATING of the social studies, it is all too frequently demonstrated that both the teacher and the textbook writer persist in confusing them with, or in subordinating them to, the social sciences. This tendency, justified though it may be by the fact that the social studies have grown out of the social sciences, not only precludes effective instruction on the part of our teachers and realistic understanding on the part of our students, but actually makes of any social-studies program a degenerative, rather than a progressive, force in our school systems. Fortunately however, experience has taught that the inherent cause of these difficulties (exclusive of the human factors of incompetence, indifference and inertia) can and must be remedied, primarily by establishing for the social studies a specifically functional definition which, while relating them to, will at the same time distinguish them from, the social sciences.

Definitely then, the social studies are the technology and the coordinator of the social sciences, and the social-studies objectives are: first, to make the world politically, economically, socially and ethically intelligible and, secondly, to make the individual politically, economically, socially, and ethically responsible.

Social Technology: In the social sciences, the investigator seeks to discover the ways in which men have lived together, the reasons underlying these patterns of living, the ways in which men have reacted to their environment, the reasons underlying these reactions, and the relationships between these factors of the past and similar factors of the present. Next, based upon this information, the scientist endeavors to formulate laws by which to explain, guide and predict man's behavior. Finally, utilizing these laws, the analyst tries to determine the various methods by which people in general can solve their political, economic, social and ethical problems. At this point, the social technician (as the skilled worker in social studies may be termed) assumes the burden in order to give effect to these general methods by applying and adapting them to the particularly characteristic problems of each community or of the special groups peculiar to each community. Without straining the analogy, it may be said just as technology is applied science, so the social studies are applied social sciences; and just as technology gives functional reality to the laws and formulae of pure science for man's material betterment, so the social studies give functional reality to the laws and programs of the social sciences for man's social betterment.

In their relationship to one another, it may now be seen that the social studies do not overlap and are not subordinated to the social sciences; rather, they perform the indispensable and independent service of realistically completing the work begun by the social sci-

ences. Again, drawing an analogy, we may point out that just as the steam engine was delayed in its development, not because of a lack of scientific understanding, but because of the inability of the craftsman to make a piston and cylinder that would perfectly fit together; so, many of our present-day social problems (such as war) exist, not because the social scientist is unaware of methods of solution, but because no craftsmen have been trained or no techniques have been improvised for the various essential applications and adaptations of these methods of solution. In terms of this comparison, the cultural lag may be explained by the fact that whereas the physical sciences have had, for more than one hundred fifty years, their findings put in operation and realized through the services of a highly skilled group of technicians, the social scientists (until recently) have had no such assistance for the realization of their findings simply because no highly skilled group of social technicians was available, and none was being trained. Of course, it must be recognized that the social scientists, themselves, often hindered this essential development either because they felt sufficient unto themselves, or because they ridiculed and condemned as superficial and incompetent anyone who sought to become a social technician without at the same time possessing all the capabilities and acumen of a scientist. Gradually however, in the general trend of specialization, we have been forced to admit that no one human being can be efficient as both scientist and technician. It was, therefore, in answer to this demand for social technicians that the social studies have been given a proper and indispensable role in human thought and endeavor.

Shocking as it may sound, the purpose of the social studies is not to train the students in the scientific ways of the historian, the political scientist, a sociologist or an economist. Frankly, if anything, the teacher must attempt to become a social technician so that he may instruct his students, not in the ways of discovering the laws and formulating the programs characteristic of the social sciences, but in the techniques of applying and adopting these laws and programs to the particular problems of the school and its community. Instead of abortively trying in the secondary school to expand or even to explain the use of the especially subtle tools of the social sciences, the social-studies teacher, as a technician working with his student-apprentices, must accept and utilize the findings of the social scientist, not merely to lay the ground for, but actually to achieve community improvement and human happiness. Surely, if this task of application and of adaption (rather than of discovery and formulation) is said to attract only the superficial and the incompetent, it does so because its extreme pragmatic difficulties dissuade the competent scientists from risking their reputations on mere technicalities--technicalities which, nevertheless, determine whether the principles and programs of peace really do save five million lives or merely waste five million pounds of paper and ink! In general then, as the technology of the social sciences, the social studies must produce concrete results, must effect a cultural balance in place of the cultural lag, and must provide for permanent human welfare through the constant application and adaptation of the findings of the social scientist (as these findings continue to expand human understanding) to the ever-changing conditions of man's many environments.

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The Cultural Coordinator: Because of the vast abundance of materials, the social sciences are customarily divided into special disciplines--such as history, economics, political science, etc.--and, as a consequence, there was in the not too distant past the wholly meaningless practice of treating the human being as the "economic man" or the "political man" or some other type of academic man who proved as grotesque as a robot. Although experience and common sense have pretty well discouraged this tendency, there is very little that can be done to break down the various disciplines of the social sciences. It is humanly impossible for one man to be an able historian, economist, political scientist, and sociologist—all rolled into one lifetime's endeavor. At best, the social scientist can be competent in only one of these disciplines, or perhaps, in no more than a special phase of one of the disciplines. His function is to study all problems from the point of view of that particular phase and to explain how his specialized study may contribute to the solution of all problems—but not to the complete solution of any single problem. Thus, after proposing a policy, the intelligent political scientist will suggest that it be tested by the economist, the historian and the sociologist to determine whether it is wholly feasible from the social-science point of view. Indispensable as this cooperation is, it has often been lacking, either because the social scientists jealously demanded supremacy for their special disciplines, or simply because they could not understand, without the requisite preparation, the concepts and proposals of the other disciplines. Here again, therefore, is a gap which the social studies can and must fill, for, in this role, they serve as a coordinator, bringing together all the findings of the social sciences pertinent to a particular problem in order to provide for that problem a complete solution.

The distinction is simple, but all important. The social scientist studies his special discipline in its

relationship to all problems and he seeks to discover laws and to formulate policies by which his discipline can effect the solution of all problems. The social technician studies his particular problem in its relationship to all the social-science disciplines, and he seeks to devise techniques of application and of adaption by which all the disciplines, approximately coordinated do effect the complete solution of his single problem at hand. Thus in the social studies curriculum, history, economics and civics are not studied as entities. Rather, they (along with the other disciplines of the social sciences) are functionally integrated in the treatment of special problems, such as health, housing, work, recreation, democracy, internationalism, or peace.

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At worst, it is true that the student does not obtain a comprehensively detailed understanding of all history; yet, while sacrificing specialization in any one discipline, he does achieve a broader appreciation of all the social sciences. In this manner, by choosing pertinent data from all of the social sciences, the student is enabled to solve completely a few of the more important problems of life. Certainly, although this general training does not prepare him to become a social scientist, it does provide the growing child with the simpler basic equipment by which he can become a more effective citizen in his community, in his democracy, and in the world. As a coordinator of the social sciences, therefore, the social studies bring about productive (rather than philosophic) cooperation among all social scientists, in selective concentration of their findings upon particular problems, for the complete solution of these problems from the point of view of actual human welfare.

Making the World Intelligible: Since the first objective of the social studies is to make the world politically, economically, socially and ethically intelligible, the principal question is to determine how this goal can be achieved. In accordance with the definitive explanation of the social studies, this intelligibility is to be gained, not through the direct utilization of the tools of the social sciences, but from the findings which these tools in the hands of trained scientists have discovered and verified. Because of the significance and the scope of the social technician's duties of application and adaptation, he must be neither expected nor permitted to forsake these duties by devoting even part of his time and energy to work which the social scientist is better fitted to accomplish. Thus the social studies, beginning where the social sciences end, turn to them for that reliable information which is, first, selected and accepted in terms of the general problem and then, applied and adapted to the specific phase of that problem confronting the technician.

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The political, economic and social characteristics are then, the well established criteria of the social sciences. The fourth characteristic, the ethical, seeks (as a change in emphasis rather than as an addition to the materials) to draw attention to the human values that vitalize the life of each community as well as to the political, economic and social institutions that crystallize that life. Finally, in treating relationships among the institutions within a community and among peoples of different communities—stress must be placed upon knowing, on the one hand, how different institutions or different peoples are alike, and on the other hand, not only how, but why different institutions or different peoples are not alike. Without this type of sympathetic understanding, the world can never become realistically intelligible.

Making the Individual Responsible: In realizing the second objective of the social studies, to make the individual politically, economically, socially and ethically responsible, the social technician is confronted with the imponderables of human attitudes and human will. If knowing about the world would improve it, or if understanding the methods of solving problems would effect their solutions, man should long ago have found himself in Utopia. The truth of the matter is, however, that man uses not much more than a fifth of his intelligence, and the reasons underlying this low efficiency ratio are, in the majority of cases, either that "he doesn't care," or if he does care, that "he just can't get down to doing anything about it." Consequently, no matter how intelligible the world is to the individual, the acquiring of this knowledge will have proved a waste both of time and of energy unless the individual has the desire and the will deliberately and purposefully to utilize his training for the benefit and betterment of himself and his community.

In developing the proper attitude and the sufficient will, the members of the community must be taught not only what their political, economic, social and ethical responsibilities are, but, just as indispensably, how to fulfill these responsibilities to one another and to their community. Until this objective has been achieved, the social technician will toil in vain.

Thus, within these few paragraphs concerning social technology, the cultural coordinator, world intelligibility and individual responsibility, we have in brief outline the theory of the social studies. Not until this theory is understood, can techniques be soundly devised for vitalizing the simplest social-studies program.

THIS "IN SERVICE" TRAINING

MYRTLE MANN GILLETT

SOME TEACHERS welcome it and some do not; some are violently opposed to what they call an effort to bring them into submission to central authority, to keep them from exercising their teacher talents as independent workers. And a few are convinced that those teachers who say they like it are simply currying favor, hoping for promotion, or are weak-kneed sisters who do not mind dictation.

Whether or not these grumblers are merely liberty-loving mortals who want to "use their own brains", there are also others who feel that they can, in the time allotted, profit more by their own efforts in their own way. Others still prefer the courses of the local colleges, and suspect that the public-school movement is only a well-meant but none-the-less misguided and dangerous effort to make them over, without intelligent appraisal, beforehand,—either of the teachers' achievements under existing conditions or of the children's capacities. It is understandable that teachers, in view of their past experiences, are not easily convinced that the new enthusiasms will be more effective than the old, that they find it disconcerting to have each successive set of approved methods suddenly and completely changed. How short, they moan, are the memories of the devotees of change: yesterday's vaunted ideas are anathema today.

If our public schools do need "In-Service Training," let us start with the assumption that teachers have brains, are grown-up, and cannot be made over, even if that were desirable. Let us work with what we have.

In life, results really are best when we search out and use the assets, the good points, of people, and forget their faults. There are certainly many, many good teachers whose abilities have never been recognized because it takes more sense to see good in the unusual, more intelligence to recognize in others the likenesses to our ideals than to pick out the differences.

Teachers are right in objecting to the effort sometimes made to force them to learn how to take over all the social, economic, and moral tasks of the community which no one else wants to do. Teachers have plenty to do now. We do, of course, need to attend well to *our own* business, but let us not thrust meddling fingers into jobs that are not ours. Let us remember that the teachers' business is teaching, not social work.

It is, moreover, probably not worthwhile to try "to make teachers think"; no amount of talk, or preaching, or scolding ever made anyone really think, although it could make him emotionally wary. Teachers do not *learn* to think, or to *teach* better, because they have learned, in class or in text-books new phrases for old facts, or catch-words that mean very little; so let us use English, not pedagogical jargon.

The only excuse for trying to teach at all is that the teacher has wisdom to impart. Let teachers of teachers, especially, remember that nothing gives power like real knowledge. Let us not try to change the "born" teacher,with the sacred gift for learning and making others learn, into a well-trained parrot.

Teachers will generally be more successful if they know thoroughly the material they are teaching. Those who seem to know enough often do not. Many public school teachers, perhaps through no fault of their own, do not know enough, but they are all willing to try to learn, even if they object to the current opportunities for doing so.

If some teachers have reached adulthood without having learned how to study, how to gain knowledge, let us help them learn. First let us show them, if they need it, how to read, how to analyze a book, to follow the theme and the structure, to summarize paragraphs and chapters, and build up the thought from the beginning to the conclusion. Second, let us show them how to use a dictionary, to learn the true meanings and uses of words; how to use a Rhetoric, a Thesaurus, indexes and glossaries, how to consult maps, how to gather information from the encyclopedia. That is, let us show them how to learn for themselves, and thus wean them from their alleged helplessness and their reliance upon others. Third, let us show them how to build a valid syllogism, to differentiate between logical and faulty reasoning, to draw honest conclusions from a set of facts. In their personal lives, teachers reason in academic pursuits, possibly sometimes in imitation of their leaders, they wallow in words. Let us show them, by example too, that new words do not make new ideas, that for all but research scientists in a new field there are words enough in Webster to use. Remember that a change of phrases does not necessarily correct a wrong conclusion.

Most of all, let us be sure that

the teachers of teachers are gifted men and women and are not merely well-intentioned drudges who keep a jump ahead of their students, not parrots peddling banalities, not dull talkers doling out ready-made nonsense and pep-talks for boosting morale, nor yet mouthers of words rehashing what has already been better said in books and periodicals. Teachers need scholarly and learned leaders, who point the way to the sources of knowledge and avoid funneling of that knowledge, predigested and diluted with spurious solvents, through the opinions and prejudices of others. In-Service Training, like schools of education, should parallel, or excel, in quality, the curriculum of the best liberal arts colleges, if it would be of value to men and women.

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After normal school graduation and perhaps after graduation from some Teachers Colleges, some men and women are less curious about the world, less independent in their thoughts, than they were before they entered, and less human in their school lives than in their personal lives. If "In-Service Training" is merely likely to increase these defects, it were better to avoid it entirely. Teachers need broad cultural interests and social contacts with real men and women; they need sharp critical faculties and intellectual alertness. But in public schools, teachers sometimes think, rewards and promotions go to the docile, to the unargumentative, to the passive, the dependent and unadventurous. Yet the parrot learner, the chronic course-taker, the glib repeater of the current patter makes neither a good teacher nor a good leader.

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A valid "In-Service Training" would give teachers a sense of power, not because they have sat in class and memorized the speaker's words, but because they have acquired more than adequate knowledge to impart.

BLACK AND WHITE AND RED

MILDRED GUINN WILSON
Oakland, California

THERE WAS a dense fog outside that winter's morning, and we had no lights in our school room. I could hardly see these little negro folk of my First Grade, for the darkness of the morning, and the darkness of their skins. I could hear the disgruntled notes of foghorns close by for this was a waterfront school. It might have been a London fog instead of this one here on the California coast—it was so gloomy. Perhaps the fact that war was heavily on my mind added to the dreariness of the day.

I glanced around the dim school room to see who was absent when suddenly I saw a new child, a small blond boy, whose flaxen hair seemed like a light in the darkness.

I walked down to his desk which was at the back of the room—(We had the little old-fashioned kind that were nailed to the floor in straight rows)—and asked him his name.

"John," he replied.

"John what?"

"Just John," he answered softly.

I put my hand gently on his hair. "Where do you live?" I asked.

"In a country far away."

"A country far away," I echoed. "Why, where is that, John?"

We so frequently had children wander into the school without benefit of parents or older brothers and sisters, taking any grade they fancied, then leaving before we found out their last names or addresses, that I proceeded to question, but to no avail. He merely looked down at the scarred little desk in front of him. Then I happened to see Katie Mae, a shiny little negro girl who wore brass earrings, eyeing me rather apprehensively.

"Teachah, Ah knows where that white boy live," spoke up Katie Mae. "He just come from Okie homa and he live in a trailer that just move in over by the tracks. Hit got Bible writin' all on it. His papa all time preachin' 'bout Jesus. When I pass to go to school this mawnin' that boy standin' there see me, and say he want to come to school too. I say 'Come 'long wi' me' "

'That's all right, Katie Mae," I said. "We will love to have John, and now children we will give our flag salute."

It was not until later that I thought of the new boy again. This was during 'Milk Time'. Two big coloured girls came with milk and crackers for the children. While bottles of milk gleamed on every desk, fresh graham crackers were munched eagerly. Milk Time was always a happy time for everybody, and it was so today until Flossie, having devoured her own graham crack, tried to take Katie Mae's. Katie Mae held on firmly until the cracker dissolved into fine crumbs and fell on the floor—for which Flossie gave her a resounding whack and the fight was on!

The rest of the children gathered

around calling out such things as—"Girl, you got no right to that cracker!"

"Why you fight Katie?"

"Get her back, Katie Mae!"

"Get her!"

"Children! children!" I exclaimed loudly. I grabbed Flossie by the arm and sat her quickly in her chair and put Katie in another one.

How exasperating these children were! The noise and confusion grew deafening. I glanced away trying to think, only to see the *new boy looking at me steadily.* His blue eyes were pleading, shocked too, as if to say "Please, Teacher, don't be so cross over such a little thing."

I felt suddenly ashamed of myself. I turned and fumbled a moment with the books on my desk. I looked at the fog outside, then back to the new boy. It seemed to me as if he had read every thought in my mind for he was still looking steadily at me but now he had a little sidewise smile on his face.

"Let's sing some songs children," I said quickly. "What would you like to sing?"

"Ah wants to sing," said Flossie, now completely forgiving and forgetting. "Ah wants to sing a song they sings in mah church."

She threw back her head and started singing in a low mellow voice:

"Oh Lawd, what a mawnin'
Oh Lawd, what a mawnin'
Oh Lawd, what a mawnin'
When the stars begins to fall."

"Ah knows that song," called out Katie Mae. "They sings that in mah church too."

"*Ah* knows it too" began the others.

We ended by every one singing;

"Oh Lawd, what a mawnin'—
When the stars begins to fall."

These children respond quickly to music and they all become quiet. We could now have our Color Matching Lesson. Children learn to perceive similarities and differences as a preliminary to reading. The little color charts and strips of colored paper were passed out to the children and black and brown fingers started manipulating the strips of color back and forth over the chart.

All shades of violet must be beside the standard violet. The sweet cool blues were together. The red shades lay there brightly.

"Careful of that orange; it does not belong with bright red," I said to Li Yung, my one Chinese boy.

"Teacher," said Li Yung, "I know some thing that is *very* red. Your dress is; *it's very red.*"

"Yes, Li Yung," I said.

"It's red like this red crayon." This was from Isaiah who held up a crayon in front of his black little face.

"It's red like the red paint mah daddy goin' to paint a table with," called out Katie Mae.

"Red like a red rose what grow on mah front poach, come summer time,"—this from Flossie. Then they all started, vieing with one other to mention something red. Suddenly from the clamor rang the voice of the new boy, "*It's red like the blood of Jesus.*"

Stillness came in the school room. He sat there gravely watching us. Then he continued. "My blood is red too like the blood of Jesus, and yours is the same, Teacher."

At these words, Isaiah said plaintively, "Teachah, is *Ah* de same?"

I thought a second. I wanted to say the right thing—something to make these little black lambs know that they belonged to the fold.

But before I could answer, Eddy Joe, the blackest and the wooliest of them, had left his seat and had run over to John with, "Say, boy, mah blood lak de blood of Jesus?"

Now again the clamor of being the same. One by one they left their seats questioning, "Is mah blood red too?"

Li Yung among them said, "Mine too?"

They swarmed around like bees with John in the middle.

I did not see his face, but I heard his voice, "Yes, yes, yes, it's colored red. It's the same. It's red like the blood of Jesus."

The resounding peal of the recess bell stopped the melody of his voice. Children's attention is merely butterfly. Straightaway the picture changed. A cry for the kick ball—"No, *mah* time for the kick ball!"—and a dash to lead out—and all were gone. John, too, had hurried by, giving me a smile and a little wave of the hand. In a moment came a storm of sound in the halls, swelling as all the children reached the school yard to play.

I hurried to mix paints and get art materials ready in the quiet school room. Below, and out in the schoolyard at the back, one could hear the children playing a Singing Game, "Ole Lady Dinah Sick in Bed." They sweetly chanted it in a minor key.

After I had tacked fresh paper on the easels I went over to the front window to look out. The government built houses across the street were almost blotted out. Even the neat garden in front of the school where the children never play was folded in mist. I saw a trailer slowly pulling away from the side walk. (Must have found John, I thought.) I could see the "Bible writin'" on the back, but not very plainly until just then the sun came out brightly as if it had never stopped shining.

Every letter of the writin' now stood out clearly—"Like apples of gold in pitchers of silver." My spirit stirred within me as I read these words, "And he hath made of *one blood* all nations of men for to dwell on all the face of the earth."

SHALL THE WORLD LEARN NEW LETTERS?

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Ferrisburg, Vermont

ON JULY 12, 1945, at the Hearings on the United Nations Charter before the Senate Committee on Foreign Relations, appeared Mr. Robert L. Owen, former senator from Oklahoma. Having been for many years a member of the Senate, and prominently active in governmental affairs, he was qualified to claim the privilege of speaking, which senatorial courtesy could hardly refuse.

"In the few minutes" at his disposal, the former Senator would "not attempt", he said, "to analyze the Charter itself." He had, in fact, very little more to say about the Charter than to express the hope that it would be promptly endorsed and made effective. Otherwise, with mention of a few personal experiences, Mr. Owen voiced his opinions as to national and world affairs and what should be done about them. The burden of his speech, however, was a plea for the "global alphabet" which he has invented, and which he believes is destined to bring about marvellous improvement in the condition of the human race.

"Illiteracy is being abolished," according to Mr. Owen, "by using phonetic alphabets, and by means of this reform, the poverty and the disease and the weakness which follow ignorance will be abated." He says that Russia, for instance, mainly by virtue of a phonetic alphabet as a basis for intensive education, "has increased its production over 400 per cent." He believes that his "mechanism" of a "global alphabet" can be used for any language in the world, to enable all peoples to abolish illiteracy and to "increase their production by untold billions of dollars."

Now the same senatorial courtesy which accorded to Mr. Owen the privilege of speaking at the Hearing could hardly refuse his request to have certain documents "put into the record." One of these is of evident historical interest: the Resolution which he proposed on August 23, 1917, in favor of an international convention to establish order and coerce "the Teutonic military conspiracy" by the organized might of the world. This merits the attention of anyone who cares to study the development of ideas concerning world peace by international control. Yet this seems scarcely more than window-dressing for the space (five times as long) occupied by testimonials in favor of the "global alphabet", a chart of the alphabet itself, and two pages of sample lessons from the "Global Spanish-English Language Book."

All told, Mr. Owen's presentation takes up 16 pages of the published record of the Hearings on the United Nations Charter. The publication of such material is not usually handled in niggardly fashion, and the Congressional franking privilege gives it unlimited opportunity of free distribution. In view of the former Senator's boundless enthusiasm for his hobby, we may suppose that he would make the most of that form of publicity in every way he could. So this special pleading has a long start on any unfavorable comment, and any criticism is placed at a considerable disadvantage. And Mr. Owen has not neglected other agencies of propaganda which admit of practically no rebuttal.

As an allegedly *phonetic* alphabet, Mr. Owen's invention is a rather curious thing. Though the author claims to know French, certainly his alphabet as it stands could only be grossly inaccurate in registering the sounds of that language. For instance, it makes no provision for the French value of *u* (or German umlaut *ü*, or similar sounds in other languages) or of *eu*, to say nothing of nasals, of the length of vowels, or of the important differences in manner of enunciating the "same" sounds. These are merely some of the more glaring discrepancies. When we turn to the sample lessons in Spanish-English, we see immediately that the "global" transcriptions take no account of the regular diphthongizing of vowels which is one of the peculiarities of English. In short, this would-be alphabet is simply incapable of registering sounds accurately even in English. Its method of mere rough approximation will doubtless be defended, as in "Bulletin B", on the ground that the "visible form of the audible sound need be accurate only to the extent of bringing to the mind of the writer or reader the word which the context indicates." In that case, the scheme is crude indeed as a "phonetic" alphabet---far inferior to the *real* phonetic alphabet already established internationally. If, then, the "global" symbols can do no more than roughly approximate sounds, they do not deserve to be called "phonetic", and are really less reliable than our Latin alphabet as used in most languages. With any system, one has to know the actual *sounds*---as they are in the particular language in question and *not* in others---before the symbols can indicate anything like correct pronunciation. At all events, the real alphabet has to be learned anyhow. Why not begin by learn-

ing something genuine, rather than a mere stop-gap?

One of the most encouraging aspects of language-teaching in this country today is the growing realization that at least in the beginning, students should *hear* and *say* the words of a foreign language before seeing them in print. "Visual education" has wonderful possibilities with some kinds of knowledge, but it is an unfortunate way to take up a foreign language. Reading, in any true sense, is not deciphering characters, but recognizing words and word-groupings that you already know. A language is no mere matter of an alphabet. It is a living thing and must be learned as such. No less truly here than in matters of religion, "the letter killeth."

Mr. Owen quotes with evident approval the remarks of an officer of the Simplified Spelling Society as to what he calls the "muddle" of English spelling and pronunciation. There have of course, from time to time, been groups of people who were much concerned with efforts to tidy up our system of spelling. They do not seem to perceive that the "muddle" of our language goes far deeper than our conventional manner of writing it. Its curiosities of spelling can all be explained. Many of them, to be sure, have come through ignorance or confusion or careless corruption of speech. No small number are the result of tinkering by *other* people who wished to revamp the system. If they could only come to it open-mindedly, these apostles of "simplification" might do well to read Samuel Johnson's section on spelling in the preface to his *Dictionary*, published in 1755. While Johnson himself did much to settle the form of many words which had previously fluctuated, he did not take the affair too seriously. As he saw clearly, all systems of orthography rest upon established convention. That the law should be *known* "is more important than to be *right*"---for there *is* no abstract or absolute "right" in the whole business. As with traffic regulations, the system "works" because everybody understands it and takes it for granted.

In various respects, the "global" alphabet falls short of being "phonetic", if that term is supposed to mean accuracy in transcribing the sounds of speech. As a sample, the sound of "ow" in "now" is treated as if the second vowel of the diphthong were like "oo" in "too," instead of being (as this vowel most commonly is in English) like "u" in "put." In general, however, we see clearly that in devising his "phonetic" alphabet Mr. Owen was profoundly influenced by the illogical values of certain letters in our peculiar English *spelling*---the very thing he was presumably avoiding as "unphonetic". Thus for instance he represents the vowel in "not" as if it were a variety of "o", not recognizing it as being provided for under "a" as in "are"; on the other hand, he seems not to perceive that the vowel in "all" is related to that of "or" or "for", and so he has entirely separate symbols for them. Similarly he groups the vowels in "hE", "mEt", and "hEr" as if they were phonetically related, and he merely reverses the symbol for "i" in "it" and "file" as if these were simply variations of the same vowel. The vowel-sound in the word "ate" is handled as if it were really a variety of "a"; treatment of the vowels in "but" and "few" is obviously in line with the old-fashioned unphonetic classification by which they were called "long" and "short" sounds of the same vowel. (It is not a question of "length", and the vowels are radically different.) This influence of conventional English *spelling* becomes laughable when the "wh" sound is exemplified by "who", as if in modern English that word actually began with the same consonant sound as *which* or *what*.

The foregoing are only some of the more conspicuous details. In fact this "global" alphabet is not even generally European in its point of view, but reflects rather the provincial peculiarities of spelling which grew up in England, whose inhabitants think of that country as quite apart from "the continent."

The things which really set English apart as very different from most other languages appear to escape the attention of most people who undertake to reform our spelling. It might be said in truth that spelling makes less difference in English than in other lanugages. That fact no doubt largely explains its becoming so "muddled", and it may also be sufficient reason for not taking too seriously any attempt to "reform" or "improve" it. Our language is remarkable, in comparison with other tongues, for the stress put upon the accented syllables and the corresponding neglect of all other syllables. The latter, indeed, often drop out entirely, or else they survive only as a vague jumble of consonants. So, in unaccented syllables, whatever "vowel" we may *write* tends in ordinary speech to become the neutral sound "uh"—or even to disappear utterly. Yet influenced by visual impressions of spelling, people actually think they are pronouncing a whole word, whereas they are giving only a sketchy outline of it.

If English as commonly spoken were really spelled phonetically, it would be difficult reading for anyone not specially trained in linguistics. Then, in writing it "phonetically", we should have to decide which dialect should be followed. Either it would be written differently for every region, according to the shadings of provincial variation, or else it would be truly phonetic only for a rela-

tively small and arbitrarily chosen group. Any such arrangement would naturally emphasize all the snobbery of regional and social distinctions in speech, all the pronunciations which seem "affected", or on the other hand "barbarous", to people not accustomed to them. After all there is some accidental advantage in our "unphonetic" English spelling. Since it does not logically represent the actual speech-sounds of any dialect, it allows room for all the dialectal divergences and seems equally "natural" to each. Its arbitrary employment of symbols thus provides a common meeting-ground for millions who, if they saw each other's speech represented *phonetically*, would be continually distracted, annoyed, or bewildered by what would strike them as a strange jargon. Instead of "simplifying" anything, the attempt to make English spelling phonetic would bring about endless confusion.

One of the testimonials submitted by Mr. Owen in support of his "global" alphabet is a letter from a professor of Japanese. The latter remarks that "Japanese sounds are clear and simple, in fact as clear as, and very similar to, the ancient Roman pronunciation of Latin." As a matter of fact, for many years, in various far-flung parts of the world, our Latin alphabet has been steadily increasing its use. It has proved reasonably satisfactory for the transliteration of numerous languages normally written in alphabets of their own. And in such use it has been found sufficiently "p h o n e t i c"—though naturally enough according to letter-values rather French or "continental" than like the idiosyncrasies of English spelling. Thus the world has been gradually acquiring a *real* "global alphabet" possessing enormous advantages over any synthetic concoction, be it Mr. Owen's or another. Yet obviously the mere fact of acquaintance with the same *alphabet* does not in itself put a person on the road to mastery of foreign languages, even of those most closely related to his native tongue.

Mr. Owen has mentioned as a "by-product" of his invention what he thinks it will accomplish "to enable the people of the whole world to speak the English language and to read it as currently printed." It is very clear, however, to anyone who studies his testimonials, that this "by-product" is what really interests the followers whom he has attracted to his scheme. With the exception of one or two foreigners, his witnesses seem quite committed to the aim of "establishing English as the world language."

The idea seems to be that if we can only teach all peoples to speak English, their "production" will be enormously increased, and international prosperity, peace, and harmony will be practically assured. But suppose we consider the case of our enemies in the "late unpleasantness." Surely it was not lack of "production" that made Germany and Japan a threat to the world. And surely it was not a matter of their not learning English. Plenty of their nationals knew our language quite well enough for their purposes, and used their knowledge as a powerful weapon against us. But suppose *we* had known *their* languages? It is indeed conceivable that Japan's war against us might never have gotten under way, or that various preliminary conquests of hers might have been forestalled, if important numbers of our people had been thoroughly acquainted with Japanese, and had profited from that acquaintnce to keep in touch with what was going on. Perhaps our enthusiasts are a little rash in assuming that everybody else is out of step.

If foreigners are smart enough to see the advantage *to them* of knowing our language, and act accordingly, we shall be exceedingly naif to interpret that as a recognition of some mystical superiority in English. The plain moral for us is rather that we too might profit, individually and as a nation, by taking the trouble to learn other tongues as well as the one that we happen to know.

Just what sort of impression would that Congressional report be likely to make upon a foreigner viewing it objectively? The idea of tying up the Charter of the United Nations to a plan for making English "the world language" could fairly be called simply linguistic imperialism. It might possibly be interpreted as being somewhat incongruous, and diplomatically not in the best taste. For domestic consumption, of course it has immediate appeal. The idea will be swallowed whole by all the provincial-minded for whom their little corner is exclusively "God's country", and who despise "heathen" tongues on general principles. So while ostensibly the "global alphabet" is offered for the teaching and learning of *all* languages, its advocates are unmistakably interested in it primarily as a means of making English universal. This offers a comforting rationalization. "Why should I bother to study foreign languages?" a student may ask. "All I have to do is to wait a little while, and everybody will be speaking English anyway."

But if you are in a group of people who understand your language, while you are ignorant of theirs, who has all the advantage? Such is the position of graceless isolation in which "world-language" fanatics would place our country if they had their way. During the recent war, however, the experience of our armed forces has demonstrated that American youth *can* become language-minded. If Americans in the past have been

largely too lazy to learn foreign languages, now there are signs of an awakening. It is only simple realism to recognize that we need to know other people's languages quite as much as they need to know ours. International understanding is not a one-way street.

SPEAKING OF VISUAL AIDS

LT. GEORGE B. COSTIGAN

WHAT are the true facts about the Army's Visual Aids program? Are these devices the "cure-all" many profess them to be? Will they affect educational practices in civilian schools?

Everybody knows that Visual Aids are not an Army invention;—centuries ago, Christ displayed a Roman coin and said: "Render unto Cæsar the things that are Cæsar's; and unto God the things that are God's." The Army has merely gone "all out" in this field and has achieved amazing results.

But, Visual Aids are not Substitute Teachers!

One might easily fill volumes with lists of the innumerable Visual Aids and the variety of ways in which each may be utilized. Motion pictures are used to teach countless, varied subjects; slides for "recognition"; photos to "brief" men before their "missions"; scale models to explain enemy equipment; sand tables to illustrate battle formations; posters to "remind" men of health; "pin-ups" as road signs to remind drivers of conservation: etc. Yes, the Army provided "the mostest of the bestest"!

There can be no question that many types of Visual Aids exist, so let's proceed to the major issue —usage. This topic has three sides. I shall use the Army method—a good one, at that—and give illustrations.

Instead of long-winded, often futile, lectures on Venereal Disease, each new recruit at the Reception Center is obliged to view a sickening film, nicknamed "Mickey Mouse". This movie shows the plight of a young fellow who "broke the rules" and contracted a venereal disease. Effective? I doubt if any of us will forget the nausea and fear that film induced;

During our first month overseas, we were subjected to a week of Jungle Training. We thought the booby-trap demonstration was interesting and quite comical. A few days later, each group of four was assigned the task of "securing" a booby-trapped hut. Believe me, we learned more from that single hut experience than from all the lectures, pictures and demonstrations one could pack into a lifetime.

At Hickam Field, on Oahu, there is a huge mirror with two sidewings; in one wing stands a spick-and-span soldier—in the other slouches a slovenly-looking individual in dirty clothes; above the mirror is the caption: "Are You proud of Your uniform, soldier?" No comment!

But there is another side to the picture. During the back-breaking period known as Basic Training, we were "blessed" with an instructor who loved to teach the "rudiments of Army" by showing Training Films. While the p i c t u r e unfolded before us, the instructor left the building. Need I mention that we slept throughout the hour?

At O.C.S., we were bored to death by one instructor's continuous use of the Lecture Method. One day, he delighted us with a Training Film on the various Methods of Instruction. The film was excellent; it decried the constant use of the Lecture and portrayed other means of effective class procedure. How we prayed that the instructor would learn something. No luck! He merely continued in his lecture groove.

Ignorance is bliss—but it can be darned embarrassing, too! Recently, I have been "observing" some education classes in the Marianas. Most of the teachers remembered the value of Visual Aids. Some, however, "missed the boat". A Geometry teacher was having his troubles attempting to give an oral-manual description of a cylinder—he finally made it! All during his discomfiture, the poor fellow unwittingly played with an overseas ash receiver, which is merely a No. 2 can with holes in its top.

The Psychology instructor had explained the reaction of the viscera. While the teacher struggled through an involved oral-manual-facial description, the student in the seat beside me drew a masterpiece—a flabbergasted Jap, staring owl-eyed at the "guts" in his hands.

For some unknown reason, a mental Gremlin just quoted these lines from Lowell's Yussouf: "As one lamp lights another, nor grows less, so nobleness enkindleth nobleness". Now, the Gremlin insists that the teacher is the lamp, and the Visual Aid the flame—thus, he says, the resultant "light" is wholly dependent upon the quality and resources of the lamp. I guess he has something there.

Visual Aids have been extremely effective in the training of our

Army; our schools may well profit from the Army's experience. However, no matter how perfectly you construct these teacher aids, three all-important questions must ever be kept in mind: Is this visual aid to be used as a substitute for the teacher? Is this visual aid suited precisely to the class-needs of your students? Does your teacher know how to obtain maximum results from the use of this visual aid?

▼

I should say that the Visual Aids program in our civilian schools will parallel the experiences of the Army. When properly administered, the results will be remarkable. Breakdowns will occur: when the teacher expects the Visual Aid to do all the work; when the teacher uses a device which is not worthwhile in the particular teaching situation; when the teacher fails to take advantage of sight-learning in the teaching process; when the teacher regards Visual Aids as "crutches" which require no thought.

DISCIPLINE AND THE SPIRIT OF THE SCHOOL

A. H. HUGHEY
Superintendent of Schools
El Paso, Texas

AT a recent meeting of our school board, a resolution was passed urging better and more stable control of discipline and general behavior of high school students, prevention of vandalism and public misconduct, and advocating student self-government as a means to these ends which had proved successful elsewhere. The discussion generally in the board meeting would have been interesting to high school principals everywhere. The board gave assurance of their support to school officials in firmly carrying out all proper policies for this purpose.

It is impossible to employ enough guards and set up enough rigid rules and penalties, no matter how drastic, to insure good behavior in a penal institution or any other institution dealing with large groups. The exhibition of force stimulates resentment and resistance of such display of authority. This is human nature, and principals, teachers, parents, and others in positions of responsibility know that they must gain the cooperation and good will of those who are in their charge if they really expect to accomplish anything in their control of them. Authority necessary to guide the behavior of other human beings in the right way must not be displayed, or even exercised unless necessary. Student bodies must always know that such authority exists and can be used quickly, wisely, and effectively whenever it becomes necessary.

After all these years of wars and tyrannies, and of autocratic school management, we should have learned by now that good behavior can be built up and good citizens can be educated only through "freedom from fear." A condition of fear in boys and girls in high school may temporarily induce a death-like stillness, which is bound to to be followed by outbreaks and disorder. High school boys and girls prefer to feel that the great controlling influence of human behavior is a sense of decency and order common to all of us.

A respect for one another and for the institution in which we all work not only is a far higher and more powerful restraint on conduct but also is the only means by which effective enduring control may be maintained. The student inclined to be wayward is more sensitive to the opinions of his fellow students than he is to the rules and orders of teachers and principals. He does not want to be an outcast among his fellow students, but he may enjoy being a hero under mere school punishment.

The various rules published for guidance of students in a school get their effectiveness not so much from any fear of authority in the consequences of disobedience but from the pervading common sense, self-respect, and feeling of good citizenship among students themselves. A boy or girl who may at times follow a natural inclination to be "different," or to misbehave as a means of "self-expression," can be held in restraint by the attitude of his fellow pupils more than by anything else.

The faculty and principal must have an understanding of the psychology and spirit of students in this situation and must be able to provide moral controls through cooperation with the great majority of well-behaved students, so that all may quietly exercise the power of "public sentiment," and whenever necessary, help to carry

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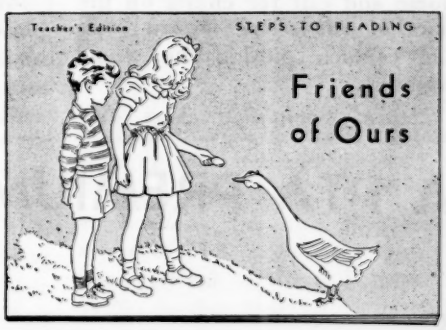

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out that minimum of student self-government organization which is effective for behavior at all times and places.

Teachers and school authorities who cannot foresee situations arising in the variety of movements and operations of a school are as childish as the pupils themselves, and teachers having a lack of understanding of human nature and of the motives and emotional factors in the makeup of boys and girls are more ignorant than if they were illiterate. The teaching profession has long been faced with the fact that the mere knowledge of the subject taught, and skill in presenting it from an intellectual standpoint, is not the measure of the value of a teacher.

If a boy or girl is connected with some misconduct downtown, the first question after obtaining his name and address is, "Where do you go to school?" If too many instances of misconduct or poor citizenship arises in connection with students of any one school the question arises, "I wonder what's the matter at that school?" And no amount of education, degrees, culture, social personality, or friendship toward teachers and principals, can overcome the fact that the pupils in their charge are lacking in the elementary principles of decent human conduct.

The best high schools all over the United States have long ago come to this conclusion and various forms of student control of school operation have been successfully put into effect. Of course, the continuing effectiveness of such things goes up or down with the rise or fall in vigilance or "morale" on the part of the principal and faculty. But such vigilance does not mean the impulse toward punishment or scolding. It means learning why the moral effect of student sentiment has fallen so as to lower the restraint on students who depart from good behavior.

So strong is the conviction of school boards here and elsewhere that the personality and "adjustmen" of high school pupils is a fundamental and all-important result of school work, that full time counselors are employed who have the responsibility of devoting their complete attention to human factors in the conduct of the school. Naturally, maladjusted cases of students become their greatest concern, because all teachers, including counselors, can fairly be expected to be competent in dealing with the average run of the student body. It would certainly be queer if any teacher concluded that because the school employed a counselor, other teachers had less responsibility in a personal way toward the students with whom they deal. It is the increasing

understanding on the part of parents, school boards, and citizens generally that the greatest accomplishment of a high school is the education of the individual, personally as well as mentally, that causes the provision for extra help toward pupil "guidance". This extra help does not lessen one whit the responsibility which the teacher had formerly. It simply makes further expert and expensive provision for enabling the school to cope with the human problems presented to it. This is especially true in the cases where such human problems are derived from the home and call for efforts on the part of counselors toward making contacts outside the school building.

Hence, principals, teachers, counselors, and others employed in public schools cannot allow themselves to shrivel up in their jobs and seek to confine their efforts to as few things as possible which they are "supposed to do." They are "supposed" to make the school well-run and successful. They are "supposed" to make their personalities and spirit, their influence and morale pervade every out-of-the-way corner of the building and grounds. They are "supposed" to cooperate toward that atmosphere in a student body which supports an *aggressive sense of decency* in all pupils.

Among good citizens in a public place, if an individual is so antisocial as to attack another or commit a breach of peace, other citizens around him will, from a sense of respect for themselves, undertake to restrain him until either an officer is called or the culprit is reduced to good behavior. Similarly, in a high school body all students must feel that it is a matter of their own self-defense to assert themselves as good citizens and show disapproval of the behavior of a miscreant among them. It is this *active* good citizenship on the part of high school students that must be inculcated in the student body and it must have the underlying support of principals and faculties. Every high school boy and girl is fundamentally a gentleman if only appealed to in the right way, and every high school teacher and employee must at all times be a gentleman and a leader.

A PTA PREMIUM ON TEACHER TRAINING

MRS. J. J. GARLAND
President, California Congress of Parents and Teachers

SINCE THE California Congress of Parents and Teachers launched its teaching scholarship plan in May, 1945, many inquiries have been received, requesting information on procedures and methods of formulating such a project.

A brief history of how it came to pass may be of interest. For the past two years or more, the California Congress of Parents and Teachers has been acutely conscious of the steadily increasing shortage of teachers in California, particularly in the elementary field. Some study had been given to the matter and statistics assembled with the assistance of other educational organizations.

At the State Board of Managers' meeting of March, 1944, the education study committee was requested to send representatives to a meeting of the California Education Council, an organization of young people who are taking teacher training. The purpose was to ask these student-teachers for suggestions on how to attract young men and women into the teaching profession. In the minds of the committee at this time was the thought that the district Parent-Teacher Associations might establish teaching scholarships, and the State Congress match these funds.

The student-teacher group pointed out the the value of publishing a handbook depicting the advantages of teaching as a vocation, and student-teachers going back to their own high schools, to explain the teacher-training courses and to encourage young people to choose the teaching profession.

It was proposed that the California Association of Secondary School Principals be asked to arrange for contact meetings, and that teacher-training colleges be encouraged to plan tours for high school students on occasions such as spring festivals and home-coming days, to acquaint them especially with the teacher-training program of the respective schools.

Reporting the above suggestions to the State Board meeting in May, 1944, the education study committee referred the matter to the incoming administration for further consideration.

The new education study committee then gave full attention to the alarming teacher shortage so apparent as school opened the following September. Many Parent-Teacher members who were former teachers returned to the teaching field; other members took refresher courses and qualified for emergency teaching credentials. But this was not enough.

In January, 1945, the education study and the student loan committees met in joint session to consider the financial possibilities of using Life Membership funds for scholarships for student-training. No conclusions were drawn, but as a working basis for considera-

tion, it was suggested that gift scholarships of $800.00 each could be granted to four students, two men and two women. These students would be expected to teach a certain number of years or the scholarship would be considered as a loan.

At the March State Board meeting joint committees set up a tentative scholarship plan. A committee was appointed, consisting of three State Board people and three educators, to set up policies and procedures and the final working plan. A committee of consultants from the State Board and educators, were chosen to act as advisors to the scholarship committee. Meetings were held at the University of California in Berkeley and in Los Angeles.

At the State Board meeting May first, the scholarship committee presented its completed plans which were unanimously adopted.

For the past twenty years the California Congress of Parents and Teachers has maintained a student loan fund, from which students entering school above the high school level could borrow without interest $150 to $200 per year, up to a total of $600 to $800. The fund was built of gifts of $25 Life Memberships, presented by district, council and local Parent-Teacher groups in honor of a valued member or educator. But because the war had withdrawn so many young people from college, the loan fund had relatively few calls upon it.

When the gifts plus repayments reached $100,000, the California Congress realized that according to present demands, this sum would take care of outstanding loans and maintain itself.

In the year 1944-45, the Congress received moneys for 1637 Life Memberships. The repayments for one year added to this sum, totaled approximately $50,000. Thus the scholarship committee set up its plan, using only one year's income in Life Membership. The money was available; the need in California's elementary schools was critical; the result was obvious.

The plan adopted by the State Board of Managers established a scholarship fund of $50,000 for teacher education. In June, 1945, there were to be awarded 35 scholarships of $300 a year each, which might be renewed each year not to exceed a total of four years, until completion of the teacher education course. The applicant must submit evidence of satisfactory scholastic work and general attitude consistent with the high standards anticipated in the award of these scholarships. These scholarships were open to students who were graduates of high school or who were junior college or college students planning to teach in the public elementary schools of California. In addition there were established 30 scholarships of $100 each for the emergency short-term teacher education course open to college students of junior standing or above.

The State president's letter explaining the plan, and copies of the application forms, the principal's or dean's report on the applicant and the State Department of Education's health examination blank were mailed out to principals of all high schools and deans of education of junior and state colleges and universities in the State. There was included a small poster in color to be posted on the school bulletin boards.

The president also sent out a letter to the 1878 local unit presidents in the State explaining the teacher shortage, the Congress scholarship plan, and urging that they publicize the project and be prepared to answer questions in their localities.

There was a splendid response from students and educators of the State. The deadline for receiving applications was set at June 15. Three days later the judging committee appointed by the president met in Los Angeles. It consisted of an equal number of educators and State Board members.

Over one hundred applications were received and conscientiously checked and rechecked by the committee. The applicants stood high in qualifications; judging was difficult. Some students of senior standing would not need a second scholarship; a junior would require only one more; consequently more scholarships could be awarded. The result was that the $300 scholarship awards totaled 44, distributed in the following manner: 25 for the full four years; 3 for 3 years; 3 for 2½ years; 9 for 2 years; 2 for 1½ years; 1 for 1 year; and 1 for ½ year. (Mathematically, a total of 139 years at $300 amounts to $41,700, with only one scholarship of $300 not awarded.)

There were comparatively few applications for the short-term award of $100. Eighteen of these were granted, leaving a balance of $1,200 in this fund.

Just as soon as judging was completed letters were sent to the winners by the State president, with copies to the heads of the schools which recommended them. Letters of commendation were sent to the institutions which they chose for further study.

Courtesy letters were sent to all applicants not receiving an award and enclosing a copy of the student loan booklet of information.

Every scholarship student has written a letter of appreciation to the Congress for the award received: one student wrote that she considered her award a pledge of honor for an eight year period of her life, four years of earnest study and four years of teaching in California's elementary schools.

The scholarship project was established by the California Congress as a unit to cover the stated four year period, and at this time it has no plan for repeating this endeavor at a later date.

A PRINCIPLE FOR THE PRINCIPAL

RALPH C. JENKINS
Danbury State Teachers College
Danbury, Connecticut

I happened to be standing too close for comfort to the Empire State Building in New York this summer when it was hit by a bomber, and, as the flames leaped high in the air, I fully expected the entire structure to come crashing down into the streets. But it did not because it was a sound building;—both foundation and superstructure had been laid to withstand shocks and fire, and other hazards.

Thousands of Freshmen are beginning their first year in high schools and colleges this fall. Their success and the success of the institutions will depend to a considerable degree on how these students survive the early collisions that are inevitable between them and the institutions of their choice.

Fortunately the foundation and superstructure of all but a small number of American high schools and colleges have been built soundly. The elective system has been one of the strong elements of the resilient structure, but the elective system, to all appearances, is due for a graceful bow out. Pendulums swing, and the swing of the pendulum is against it. There will be a more restricted curriculum, more prescribed subjects. How then, shall we preserve the resiliency that will help both students and institutions to withstand head on colisions? By more carefully planned programs of guidance, I think, than any that have been generally applied in the schools. We shall have more good guidance devices, better trained guidance officers who will be supplied with sufficient measuring devices. But no guidance plan can ever take the place of a sympathetic principal at the head of the school. So this is the principle for the principal.

His door must be open at all times to any student suffering from bruises as the result of a collision between his own ego and the rigid curriculum of the institution. In a large school or college, problems of faculty members, of administration, and of finance eat up most of the principal's time. Much of his working day is consumed in winding and unwinding red tape. Nevertheless, he must never forget that a student in distress has the first claim over anything else on his time. Each student confronting one of "life's minor collisions" must at all cost get by the buffer in the outer office. In the Freshman Handbook of Danbury College is this most important paragraph:

"Just beyond the bulletin board is Mrs.———'s office. Ask her if you would like to have an appointment with the President. She will be glad to arrange it for you."

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Children Know Good Teaching

More and more am I convinced that boys and girls are serious in their quest for information. They want to learn—they want to know—they respect teachers who use methods that enable them to learn—and they disrespect others.

Talk to adults about their school days and one after another will tell you they had only one or two teachers in their total educational experience whom they admire to this day—only one or two who had a personal interest in each child, who were fair, who could make everybody understand the work. And children in school—what do they say? Too frequently it is something like this: One teacher is not fair; another can't make the children behave; one has pets. Out of a whole group of teachers too many students will single out one or two who really impress them.

This is a serious condition — it is challenging—it should cause us to examine our methods, procedures and behavior. Let us make a special effort to impress each pupil with our kindness, fairness, understanding, teaching ability, More of us, many more, should be remembered down through the years for our ability to manage, instruct and inspire.

I have talked with several students recently. They stressed these dislikes: (1) One teacher constantly talks about his wife, children, mother-in-law, tells how smart he is and repeats sour jokes

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Who knows how long it will be before another thorough, constructive investigation of elementary education, such as that of the Regents' Inquiry, can be made again? For this one report, $50,000 was appropriated and spent. Fourteen elementary-education authorities and specialists from many sections of the nation were brought together to conduct the work. Their field work took them into elementary schools of varied sizes and conditions to provide a cross-section. Their findings and their recommendations are available in this 408-page book — "one of the finest and most indispensable elementary-education books of the decade." Order a copy today for 10-day free examination.

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semester after semester. Students like good jokes—if yours don't make the audience laugh from the bottom up, discard them.

(2) Another criticizes American institutions too much, is hazy in his explanations, does not mark fairly and treats all children as though they are infants. Remember, these are criticisms offered by students—it appears a little as though they have been reading somebody's psychology.

(3) Still another teacher seems to have gone to seed over work books, note books and guide sheets. The students were of the opinion that work books are too impersonal, that they demand too much copying, that they rob one of the time he could use for further reading, discussion and elucidation, that the material is in the books anyway—why copy it?

And do you know I actually believe the youngsters have something here. Most text books are fairly complete and logical. Why not use two or three as basic material; study them thoroughly, discuss the issues in terms of their setting as well as in terms of present day experiences, motivate interest and research and reflection, rather than give the students so much digging through books and copying that they have no time for analysis and assimilation. More sound discussion is what we want—that helps clarify and evaluate material—it creates a desire to read, think, and know more. I'll vote with the youngsters on this one.

These critics all agreed on one teacher that they liked—they called him "Honest John." Why? He was fair, friendly, calm, kindly took time to explain—but at the same time he was a hellcat on discipline.

Let's take time out now—each think of the best teachers he ever had—analyze the way he did things—and then try to surpass him on every count. He'll rejoice and we'll improve.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Essay Contests Overdone

Along about the first of October every year the influx of proposals for essay contests with prizes begins. The requests usually continue through the year. All sorts of organizations, and sometimes individuals, offer prizes in the schools for the best essays on specified subjects. In a great many cases the prize essay contests represent exploitation of the pupils. The exploitation comes from the fact that in most cases the purpose of the sponsors is the advancement of some particular objects or causes in which the sponsors are interested.

Pupils do not lack an abundance of subjects for essays. They do not need the stimulation or incentive of a cash prize to write on subjects in which they are interested.

The cash prize in an essay contest is not an incentive to honest effort and a high degree of excellence. It is an incentive to dishonesty, to cheating. Most generalizations are unwise but here is one with which many school people conversant with prize essay contests will agree. A large percent of prize winning essays are not the brain products of the winners. Other people write many of them or help in the writing. Conscientious pupils are at a disadvantage in many prize essay contests. Those who are willing to cheat by using the writings of other people are too often the winners.

However laudible may be the purposes of the essay contest sponsors—and in some cases the purpose is laudible—the results are bad.

Another objection to the essay contest requests is that if all requests are granted, even all whose purpose is good, the contests take too much time of pupils and teachers. Every school or school system must limit the number of contests, and limiting the number is a source of friction. "Why deny our request after having granted So and So's request?" is a common question of complaint.

Every school system should have a definite policy regarding essay contests. If a request for pupil essays even in a worthy cause or on a subject of educational value involves an inter-school contest in writing the essays, the request should be denied. Now, I know that there are many people who disagree with that restriction on essay writings.

If a school system or an individual school does allow prize essay contests there should be definite regulations regarding the essays. The essay contests should be limited in number for the school year.

An essay contest that does not involve competition with other schools can be regulated. Here is an example. For several years prizes have been awarded in our schools for history essays in the eighth grades, but these do not involve inter-school competition. Prizes are awarded in each school having eighth grades. The pupils are encouraged to look up data and information on their subjects, but the essays must be written in the classrooms.

The News Digest
OF EDUCATION IN ACTION

Schools' Radio Expansion Promised

CHICAGO,—Schools and colleges have gone far in utilizing the radio as a teaching medium, it appeared here when teachers and commercial broadcasters met to discuss their common job of education at the School Broadcast Conference. They met as colleagues and talked shop.

But A. D. Willard, Jr., Executive Vice-President of the National Association of Broadcasters, predicted that the use of radio for educational purposes is still in its infancy and that the period ahead would see it greatly extended. He expects commercial stations to continue their educational programs which will still be put to good use by the schools as well as the general public. With their own stations, schools will be able to collect the best educational programs from the air and make recordings to use in their own schools when these programs fit into the course of study, said Mr. Willard.

2,250,000 Veterans May Want Schooling

WASHINGTON.—More than 2,000,000 returning war veterans probably will go back to school.

That estimate was made by Dr. Francis J. Brown, consultant for the American Council on Education.

He says surveys indicate that as many as 15 per cent of all veterans will want some kind of additional education. This will include everything from on-the-job training to a postgraduate college course.

Figuring that the war will produce 15,000,000 veterans, this means 2,250,000 will want more schooling.

This figure is far higher than most previous predictions.

Less than two veterans out of 100 are going to school now. Many observers have cited this in contending that the veteran is cold-shouldering the schoolhouse.

Dr. Brown insists such conclusions fail to consider:

1. That the early batch of veterans contained an unusually high percentage of men who were over age, as well as those mentally and physically handicapped.

2. While the war lasted the tendency was to go into war work, either because of high wages or patriotism.

A survey has shown that the present discharge age is around 25. Even among these men, Dr. Brown says, about 8 per cent want more schooling. As the discharge rate lowers, he thinks this percentage will shoot up.

Dr. Brown says the real trouble is in secondary education. Twenty-three per cent of those in the armed services never went to high school. Another 29 per cent went, but never finished.

This means that 8,000,000 will be coming back who don't own high school diplomas.

Harvard Acts On "Harvard Report"

CAMBRIDGE, MASS.—Harvard's far-reaching plan for curricular reform to provide a broader cultural foundation for college education has been approved by the faculty of arts and sciences by a vote of 135 to 10 and will begin on an optional basis next year, the university said.

The approval came after four faculty discussion of the report, "General Education in a Free Society."

Some of the new general education courses will be set up for the term starting in September, 1946. The plan will be continued on an experimental basis until teaching and curricular

More Instructors Needed In Vocational Subjects

ALBANY, N. Y.,—As a result of an increased demand for training in vocational subjects, a serious shortage of instructors who combine adequate technical backgrounds with the necessary teaching skill exists in this country today, Dr. G. G. Weaver, supervisor for the New York State Education Department, reported recently.

During the next two years there will be a shortage of from 400 to 500 trained vocational teachers in New York State alone, he predicted. This lack will affect not only the trades, industrial arts, aviation specialties and machine shop courses, but also the technically related subjects, such as mathematics, mechanical drawing and science.

One of the factors that contributed to this situation, according to Dr. Weaver, was that many young men who ordinarily would have entered the vocational teaching field were either drafted into the military service or were attracted to industrial war production plants.

With the ending of the war and the possibilities of employment in reconverted peacetime industries, many technicians, mechanics and specialists who had left the instructional field during the war, do not now look with favor on the idea of returning to their comparatively low-paid jobs, it was indicated.

Another factor to be considered, Dr. Weaver pointed out, is that persons who possessed vocational skills and technical knowledge and who desired to enter the teaching profession, often did not have the necessary educational requirements. He emphasized that vocational teachers today must receive professional training comparable with that required of teachers in other fields of education.

methods have been perfected to justify the extension of the system to all students.

Under this arrangement, the plan will effect comparatively small groups, who wish to test its efficiency, for some time to come. Present distribution rules will remain in effect during the transitional period.

The experimental period is expected to require several years. The program will not be compulsory for students now enrolled in Harvard College, but students in the college when the program is inaugurated will have the privilege of electing some of the courses in general education, if they wish, on an optional basis.

Conant Recommends National Scholarships

CHAPEL HILL, N.C.,—Dr. James B. Conant, President of Harvard University, recently advocated the establishment of a national system of scholarships for American universities.

He envisaged such institutions leading the way "in the development of a unified, coherent culture, the expression of a true democracy in a scientific age."

Mr. Conant spoke at a joint convocation of the annual meeting of the Association of American Universities and exercises commemorating the laying of the cornerstone of the first building of the University of North Carolina, Old East, 152 years ago.

Speaking on "the future of the American university," Dr. Conant asserted it was impossible for the country to maintain enough widely scattered institutions to educate the leaders it needs.

"The alternative, to strengthen our present universities and establish a national system of scholarships, seems the only answer," he said.

He foresaw the possibility of university faculties being "drained dry of their productive men" by the demand of research institutions which are expected to be established in the near future by industry and philanthropy.

"What few laymen seem to realize," he said, "is the simple fact that it is men who count, and that the first-rate investigators and original scholars are relatively rare phenomena, and require long and careful training."

Butler Becomes Emeritus; Fackenthal Acting Head

NEW YORK,—Dr. Frank D. Fackenthal, provost of Columbia University since 1937, became acting president of the university recently and will serve until a new president can be elected and installed to succeed Dr. Nicholas Murray Butler, who became president emeritus, it was announced.

Students Employed As School Supervisors

ATLANTA, GA.,—To meet an immediate demand for supervisors of county schools, Atlanta University has begun a new two-year training program in which a student is actually employed by a county as supervisor during the school year, and devotes full time to graduate study at the university during the summer months. A group of selected students took the first step in this two-year program during the past ten weeks' summer session, in which they were prepared for jobs as supervisors during the school year.

While being employed, the students will be guided by staff members of the Atlanta University School of Education, who also will visit them periodically in the field. At regular intervals during the school year, planning conferences of faculty and students will be held at the university. Following the year's field experiences, students will return to the university campus for further training during the summer months.

A Seminar For Reading Specialists

PHILADELPHIA,—Temple University's Annual Seminar on Reading Disabilities will be conducted by the Reading Clinic, Department of Psychology, from January 28 to February 1, 1946. Lectures, demonstrations, and discussions will be used to develop the central theme: *Differentiated Remedial and Corrective Reading.*

The activities of the Seminar will be differentiated to meet the needs of

"Dream" Schools Prescribed For British Communities

LONDON,—British children will enjoy the advantage of what might almost be described as "dream" schools, now that the Government has issued definite regulations controlling all school premises erected after April 1, 1945.

Faced with the vast problem of building schools to replace those destroyed by enemy action, also those "condemned" before the war as unsuitable, and the new ones which will be needed to provide accommodation for the additional children attending when the school-leaving age is raised to 15, the Ministry of Education published a booklet entitled "Draft Building Regulations for School Premises."

The schools of the future will not necessarily conform to a particular pattern, and local authorities are left free to draw up their own plans. But these plans must be submitted and passed by architects of the Ministry of Education and the Ministry of Works.

Sites for school buildings must be chosen wherever possible so that children will not have to cross busy streets on their way to and from school. There must be adequate playground space, the size of each based on the number of pupils in the school. The regulations also prescribe certain rooms to be provided. For instance, in secondary schools there must be an assembly hall, gymnasium, dining room, library, art and craft rooms and practical rooms.

All county schools should have arrangements for film projection and for the use of episcopes; some classrooms at least should be wired for broadcast reception. The assembly hall should have a projection room for films, and be wired for broadcast reception; and should have a stage or platform additional to the area prescribed for the hall. There must be one dining room for every school of up to 12 classes. Lighting, heating, ventilation, hot and cold water supply, staircases and corridors in all schools must conform to detailed standards. All types of schools must have staff rooms, accommodation for medical inspection and treatment, drying facilities and adequate storage.

Prefabrication is expected to play an important part in the construction of schools. Buildings mass-produced in sections are capable of great variety; and it is felt, would be most suitable for schools where the needs differ as to number of rooms, etc., more than in design.

classroom teachers, remedial teachers, school psychologists, supervisors, administrators, neurologists, and vision specialists.

For further information, write to Dr. E. A. Betts, Director of the Reading Clinic, Temple University, Philadelphia (22) Pennsylvania.

College Goes Far To Annex Campus

DURHAM, N. H.,—To accomodate an unexpectedly heavy enrollment of married veterans at the University of New Hampshire, a Federal Public Housing Project originally built for shipyard workers in Portsmouth, is being used as an annex-campus.

The veterans come under a special clause of the Federal Public Housing Authority whereby they pay $20 a month for rent. Bus service between Portsmouth and Durham will be provided.

Course to Train Aviation Teachers

ALBANY, N. Y.,—The State Education Department has announced a series of aviation teacher-training courses in six high schools organized in answer to requests for aviation theory classes and model construction work. The courses include construction and flying of models, construction of aerodynamic demonstration equipment, aviation theory, aviation films and model airplane contest organization and procedure.

Wants Teachers To Police Traffic

BOSTON,—A plan to deputize Boston teachers as traffic police for duty at school crossings was laid before the City Council recently by Councillor Isadore H. Y. Muchnick of Dorchester, who declared there were insufficient police, leaving some crossings unprotected.

Some teachers already act in this capacity, but they should have badges to enforce obedience on the part of motorists, Muchnick said. He would also have them paid for the service.

Teaching English To Adults Studied

PITTSBURGH, PA.,—Techniques in teaching English to immigrants and native illiterates are being studied by Americanization teachers and social and religious workers at the University of Pittsburgh this fall. For the pupil, vocabulary building, native pronunciation, rhythm, sentence structure, and spelling and writing are studied. For the instructor, phonetics and methods of overcoming the "accent" of the foreign-born are dealt with. Requirements of the Federal Naturalization Court are reviewed with reference to a knowledge of American Government and customs along with correct speech. Considerable attention will be given to available texts and materials suitable for adult learners.

Boston Schools Consider Ungraded Primary System

BOSTON,—Boston may eliminate grades one, two and three in the lower section of its grammar schools and substitute a plan similar to Cleveland's "Child Progress Plan."

This probability arose after Supt. of Schools Arthur L. Gould admitted that a large percentage of children in the first three grades fail to pass and advocated some new plan should be studied.

The suggestion to look into the Cleveland plan was offered to the school committee by Committeeman Clement A. Norton, who said Boston's outmoded educational system resulted in 25 per cent of the children in the first three grades failing of promotion each year.

The program, called the "Child Progress Plan of Cleveland" was instituted by H. M. Buckley, first assistant superintendent in charge of elementary schools, as an experiment in 1932 and adopted formally in 1938 by the Board of Education.

"Our plan has met with great success and teachers and parents acclaim it," said Buckley. "We make no claim for perfection. It represents an orderly program in every subject and activity for adapting primary children to organized education, with maximum consideration for the children themselves.

"For more than a century America's schools have endeavored to prove the theory that 'all men are created equal' is true, at least for children. A uniform curriculum, uniformly administered, is the rack upon which thousands of helpless children have been tortured. Sacrifice to the god of equality has not changed the facts. Children persist in remaining unequal."

The unique plan was designed to aid "Z" pupils—those, according to the Cleveland method of classification, with an intelligence quotient of below 85, but above 70. The plan was instituted in kindergarten and the grades up to and including the third and involves 40,629 children.

L. C. Bain, chief of the school board's bureau of child accounting and statistics, reported that before the scheme was operated failures in this field used to run as high as 15 per cent in the 1B grade and between 8 and 9 per cent in the 3As. Now there is no such thing as grade failures.

De-Acceleration At Colgate

HAMILTON, N.Y.,—After nearly five years on an accelerated program, Colgate University will return to the two-semester year in September, 1946. Plans just announced also call for the university to inaugurate its new program of education and to institute its War Memorial Scholarships at the same time. To meet the needs of returning veterans who desire to complete their college work as fast as possible, a summer session is being planned for 1946.

Only a Few Colleges Provide for Handicapped

NEW YORK,—American colleges and universities have failed to provide adequate educational facilities for handicapped students, according to a survey made public by the City Department of Investigation. Conducted under the interneship program of the department by Miss Dorothy Gitnick, Hunter College honor student, the study reached 200 colleges in all parts of the country.

It was found that 2,500 students

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who are handicapped in varying degrees are attending these institutions, and that by and large little if any provision is made for their welfare.

The study concluded that "the handicapped student has been pretty well left to his own devices." This information is significant, Louis E. Yavner, Commissioner of Investigation, said, since many handicapped veterans are going to enter college in the next few years, and some provisions must be made for them.

More State Money For Schools Demanded

BOSTON, MASS.—Increased State aid for education in Massachusetts was urged by Commissioner of Education Julius E. Warren in a speech before the 36th annual convention of the Massachusetts Congress of Parents and Teachers.

Commissioner Warren said Massachusetts is among the lowest States in the amount of aid which is allocated to communities for the schools.

Equality of educational opportunity, he pointed out, cannot exist where the per capita cost of education in one town is $75 and in the next $150. "I believe we should take a more realistic approach to financing our educational program in Massachusetts," he said.

Allies Bar Drills In Japan's Schools

TOKYO,—Allied headquarters have deposited with the Japanese Government a comprehensive policy for the liberalization of the Japanese school system calling for abolition of military instruction and "ultra-nationalistic ideologies."

Allied educational officers have cleared 149 textbooks, after having removed militaristic and nationalistic propaganda with the aid of the Japanese Ministry of Education. They estimated that textbooks and teachers' manuals covering 85 per cent of the elementary instruction were now fit for Japan's young to read.

The Allied educators propose to inculcate "concepts of representative government, international peace, the dignity of the individual and such fundamental human rights as freedom of assembly, speech and religion." This will be done not only with textbooks but with the radio, a medium that the Japanese used extensively in the educational system.

Grins Between Grinds

VITAMIN PLUS

"What's the fuss in the school yard?" asked the passer-by.

"The doctor's been around examining us," replied the boy, "and one of the deficient kids is knocking the stuffin' out of a perfect kid."

CITY SERVICE

Farmer Corntassel retired and moved to Buffalo. In the morning, after spending the first night in the new home, his wife said: "Well, Pa, hain't it about time you was gettin' up to build the fire?"

"No, sirree," replied the old man. "I'll call the fire department. We might as well get used to these city conveniences right now!"

WIGWAMS NOT LOCKED

When Bishop Whipple was a missionary preaching to the Indians in Minnesota, he was called upon to conduct a service one day in a nearby village. He had to leave in a hurry, and it happened that he left all his belongings scattered about the chieftain's lodge.

"Will they be safe while I'm gone?" he asked the head of the tribe.

"Oh, yes," said the chief. "You don't need to worry. There isn't a white man within 100 miles."

KNOCKING OFF CHAINS, PERHAPS

The lesson on Abraham Lincoln had come to a close. "Now class" the teacher asked, "is there anything about our work today that you don't understand?"

One little girl hesitated, then timidly inquired, "I don't believe I quite know how he emaciated the slaves."

IRREPLACEABLE

"How many commandments are there?" the Sunday School teacher inquired.

"Ten," was the prompt and pleasing reply of the whole class.

"That's right; now what would happen if you broke one?"

As the class puzzled over sundry dire consequences of such an act, Raymond raised his hand timidly.

"Yes, Raymond."

"I think there would be just nine left."

A FARE—WELL?

They had been sitting in the swing in the moonlight alone. No word broke the stillness for half an hour until—

"Suppose you had money?" she said, "what would you do?"

He threw out his chest in all the glory of young manhood. "I'd travel!"

He felt her warm, young hand slide into his. When he looked up she had gone. In his hand was a nickel!

HE THOUGHT SO

First Native—"Did you hear Jones' house burned down last night?"

Second Native—"I ain't a mite surprised. I was goin' past there in the evenin' and when I saw the smoke a-comin' out all around under the eaves. I sez to myself, sez I 'Where there's smoke there must be fire.' And so it wuz."

LIBRARY NOTE

The father had planned to buy a book for his daughter but since she was attending the state university he was somewhat hesitant about what learned treatise might interest a university coed. "I'm awfully sorry, sir," the salesman commiserated, "I'm afraid we haven't a thing. We're all out of *Forever Amber*."

UNFORTUNATELY

The dullest girl in the class was complaining to the teacher about her grade in a test.

"Anyway," she growled, "I did work hard, and I don't think I deserved a zero."

"Neither do I," the teacher replied, "but it's the lowest mark there is."

IN A HAZE

The Dean of Men had been trying desperately to do away with hazing. When he heard of another instance, he called the culprits to his office and addressed them: "And so this unfortunate freshman was carried to a filthy frog pond and drenched!" Turning to one of the quaking students, "Young man what part did you take in this disgraceful affair?"

The sophomore gulped and quavered, "His right leg, Sir."

EPITAPH

Bob Johnson lies beneath this lid,
He always claimed he couldn't skid.
The fact remains he could — and did.

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Anglo-Mexican Institute A British Outpost

MEXICO CITY,—A cultural project in Mexico City—Instituto Anglo-Mexicano—at Panuco 10, sponsored by the British Council, and now two years old, adds one more to the list of similar British projects covering a large part of the earth, all the way from Cairo, Egypt, through Spain and Portugal, to South America.

With administrators trained in this work in other centers, the Mexico project functioned well from the beginning, when thousands of young Mexicans eagerly enrolled in the classes designed to teach the English language, supervised now by Roger Kingdon, who came here from Cairo. The Director of the project, Charles deWinton, who recently returned to London, came here with a fluent knowledge of the Spanish language.

The whole setup is characterized by an air of English elegance; the volumes of English literature on the library shelves are in many instances exhibited in beautiful bindings.

Only Male Student At Smith College

NORTHAMPTON, MASS.—Smith College girls finally have a classmate they love to help with homework. His name is Meredith Stiles and he's the first male student in the 75-year history of America's largest women's college. Smith's cloistered corridors are a "casualty" of war, and Meredith is the envy of his Amherst College fraternity brothers as he attends daily classes on a campus with 2055 girls. Meredith returned to Amherst as a senior recently after 2½ years in the Army Air Forces. It was his ambition to finish his Spanish major in preparation for a career in the U.S. foreign service but he found that the advanced Spanish professor at his alma mater was on sabbatical. "Why not go to Smith?" a friend kidded. "It's only a few miles away, and they've got a swell Spanish department there—among other things." The idea appealed to him and his request for enrollment was granted.

Dedham Schools Reduce Failures

DEDHAM, MASS.,—At a meeting of the Dedham School Committee, Dr. Calvin E. Wilcox, Superintendent of Schools, made a report on the success of Dedham teachers in bringing about promotion of pupils in their care.

He pointed out that in ten years time there had been a falling off of 100 per cent in the number of non-promotions. He pointed out that this factor in part accounted for some of the apparent decreased enrolment in the schools as compared to ten years ago. If pupils are promoted rather than retained in the grade, school enrolment is decreased.

Promotion is very desirable from the point of view of the child since non-promotion is psychologically bad. In connection with this improved promotion record, it was pointed out that the scholarship of the pupils has recently measured consistently high. It seems that increased promotion rates and effective teaching go together.

Hingham Expanding Its School System

HINGHAM, MASS.—The Hingham School committee is proposing a program to include enlargement of Hingham High school to take in the junior high school grades, and building of a new elementary school in South Hingham.

The report of the school department, the result of several school surveys extending back to 1939, will go now to the town planning board. Some of the proposed changes which the school committee believes of sufficient urgency will be placed in the 1946 town warrant for Hingham for appropriations.

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